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Strategie pro udržení disciplíny během práce ve  
skupinkách při výuce angličtiny

Strategies Maintaining Discipline in Groupwork  
Activities in EFL Classes

Strategie del mantenimento della disciplina nel  
lavoro in gruppi durante l'istruzione della lingua  
inglese come la lingua straniera

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Na tomto místě bych chtěl poděkovat vedoucí mé diplomové práce PhDr. Marcelu Malé, M.A., která mi vždy ochotně pomáhala. Především jí děkuji za cenné rady a trpělivost při sestavování této diplomové práce. Dále děkuji své rodině a všem ostatním, kteří mě po celou dobu mé práce podporovali a umožnili mi ji dokončit.

# STRATEGIE PRO UDRŽENÍ DISCIPLÍNY BĚHEM PRÁCE VE SKUPINKÁCH PŘI VÝUCE ANGLIČTINY

ZDENĚK POLA

DP–2008

Vedoucí DP: PhDr. Marcela Malá, M.A.

## Resumé

Diplomová práce zahrnuje akademický výzkum a praktické ověření teorie zabývající se vztahem mezi skupinovou prací a kázní ve třídě. Teoretická část diplomové práce je zaměřena na různé formy skupinové práce a příčiny nekázně žáků během výuky. Praktická část připravená na základě vyhodnoceného dotazníku se snaží prokázat, že skupinová práce a kázeň žáků spolu úzce souvisí. V závěrečné kapitole jsou prezentovány výsledky a závěry prováděného výzkumu.

Výsledky naznačují, že strategie a techniky práce s žáky ve skupinkách přizpůsobené jejich věku, znalostem, vědomostem a zájmům vedou k rozvíjení znalosti anglického jazyka ve všech jeho oblastech, aniž by docházelo ke zbytečné nekázni.

## Klíčová slova:

skupinová práce

kázeň

nekázeň

řízení třídy

rušivé chování

## STRATEGIES MAINTAINING DISCIPLINE IN GROUPWORK ACTIVITIES IN EFL CLASSES

### **Summary**

The diploma thesis covers academic research and addresses the practical confirmation of the theory that deals with the relationship between groupwork and problems of discipline within the class. The theoretical part of the diploma thesis is aimed at studying various types of groupwork and disruptive behaviour of students during the teaching and learning process. The practical part of this dissertation based on the evaluation of the questionnaire tries to prove that groupwork is closely connected with discipline concerns. In the final part of the Project the outcomes and conclusions of the research are presented for discussion.

The results indicate that groupwork strategies and techniques adjusted to student age, knowledge, proficiency level, and interests lead to the development of English language skills in all its aspects without facing an unnecessary lack of discipline.

### Key words:

groupwork

discipline

indiscipline

classroom management

disruptive behaviour

# STRATEGIE DEL MANTENIMENTO DELLA DISCIPLINA NEL LAVORO IN GRUPPI DURANTE L'ISTRUZIONE DELLA LINGUA INGLESE COME LA LINGUA STRANIERA

## **Sommario**

Questa tesi include ricerca accademica ed accertamento pratico della teoria occupandosi del rapporto tra lavoro in gruppi e mantenimento della disciplina in classe. La parte teoretica è diretta su varie forme del lavoro in gruppi e cause della indiscipline degli allievi durante l'istruzione. La parte pratica preparata in base dello studio del questionario cerca di dimostrare che il lavoro in gruppi e comportamento degli allievi sono strettamente legati. In parte conclusiva del progetto vengono presentati risultati e conclusioni dell'indagine.

I risultati fanno sapere che le strategie e tecniche del lavoro con gli studenti in gruppi adatte alla loro età, conoscenza, sapienza ed interessi contribuiscono allo sviluppo della conoscenza della lingua inglese in tutte le sue sfere senza affrontare un comportamento inadatto.

## Parole chiave:

lavoro in gruppi  
disciplina  
indiscipline  
management della classe  
comportamento disturbante

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*"Tell me and I'll forget;  
show me and I may remember;  
involve me and I'll understand."*

-- Chinese proverb



## **A. Theoretical part**

### **1. Introduction**

#### **1.1 General view of the role of groupwork in EFL classes**

According to work organization, the most common way of teaching English in the majority of elementary schools in the Czech Republic is frontal teaching because it is a traditional teaching situation; however, this is not the only possibility. The other well-known student groupings are pairwork, groupwork and individual study. Each of them has its good points and bad points; therefore, teachers try to combine all these various alternatives in order to vary the lessons. Groupwork is mostly included into the lesson when there is a serious need to raise the amount of student involvement because it offers more space for the pupils to discuss or solve problems together, in other words they learn how to cooperate. Even shy students, who would almost never take an active part during the lesson, are usually much more easily persuaded to work in a group. Petty (2004) concludes that:

“Groupwork is an activity which is enjoyable by itself and at the same time hides a huge learning and teaching potential”<sup>1)</sup> (p. 175). Moreover, it leads students to take their own responsibility for learning [ibid.].

On the other hand, teachers are curious whether some signs of indiscipline would appear in this kind of classroom activity. Moreover, this apprehension is bigger when groupwork is used with pupils, youngsters or young learners. Generally speaking, it is very likely that every teacher will meet with some elements of disturbing behaviour during their teaching career because indiscipline depends on many circumstances. If one wants to avoid disturbing behaviour he or she needs to find these circumstances out at first and after that solve them, even if this can be quite a difficult task. Nevertheless, one cannot say that disturbing behaviour goes always hand in hand with groupwork; more likely, suitable groupwork activities could lessen disruptive behaviour.

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<sup>1)</sup> Translated by the author of this diploma thesis – see the original text in Appendix 1.

## **2. Groupwork and disruptive behaviour**

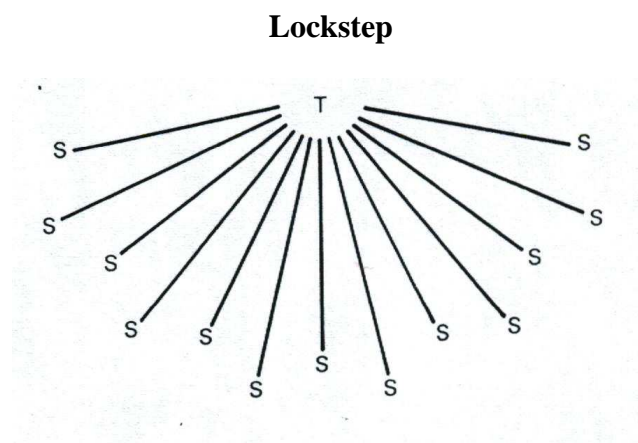
### **2.1 Groupwork in teaching English**

#### **Definition of groupwork**

Groupwork is a term used by many teachers to describe an activity where several students are sitting and working together; however, how is it defined by scholars? Experts from National Institute for Educational Development in *Teacher Basic Competency Manual* [online] define groupwork as "... a type of activity in which learners work together in groups in order to learn something." Pincas (1982) also remarks that groupwork is "co-operative language practice between small groups of students (3-6 in most cases)" and emphasizes that "... it is not a matter of sitting together in groups, but of pooling efforts in a given task" (p. 126). These definitions show us that interpersonal relationships among students and their interaction significantly affect the groupwork outcome. In addition, Malamah-Thomas (1987, p. 7) states: "Interaction is ... more than action followed by reaction. Interaction means acting reciprocally, acting upon each other." As the statement indicates, interaction is probably the most important part of cooperation; thus, students should be taught how to cooperate and interact within the group effectively in order to successfully complete given tasks.

## Student groupings

In 1.1 it was said that there is a variety of student groupings. The traditional frontal teaching, in other words *lockstep* (Hubbard et al., 1994, p. 192), is the class grouping where all students are working together with the teacher.



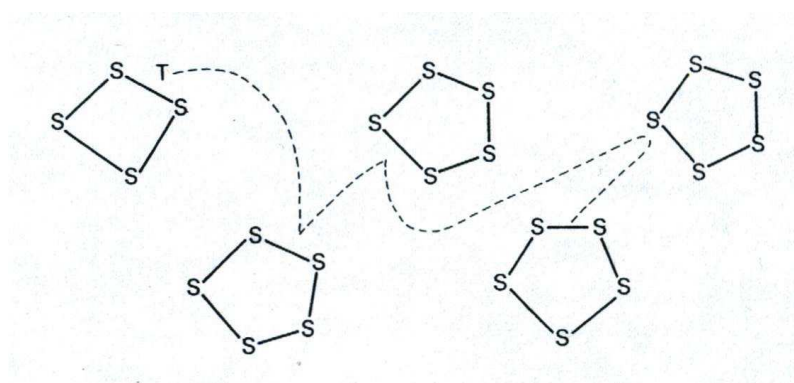
Lockstep is, as Harmer (2001) claims, “...especially good for giving explanations and instructions” (p. 114). The teacher is an organizer, controller and assessor of all the interaction that takes place in the class. They tell students what to do, organise drills (Harmer, 2001, p.58), and in other ways control everything what is done in the classroom. Therefore, lockstep has its advantages rather in drilling activities than in communicative work.

Individual study is the opposite of lockstep grouping. Students work on their own and the teacher is just a tutor or prompter – individually helps students to overcome possible problems which arose during the activity so that they could solve the task. Harmer (2001, pp. 115-116) points out that individualised learning allows teachers to react to each students’ learning style or preferences. On the other hand, it does not promote their mutual cooperation.

In pair and groupwork, the whole class is divided either to pairs or small groups and students in such groupings work on a given task together at the same time – they have to cooperate. Teachers then act more as prompters or facilitators than just controllers. Hubbard et al. (1983, p. 194) note that: “Since pairs or groups can work simultaneously, the amount of STT [student talking time] is enormously increased.” Such increase allows students to effectively practise grammar,

vocabulary, etc. Moreover, students learn to be interdependent and to help each other. Peer-correction takes place in this process as well; furthermore, students can better get to know one another, which leads to their mutual loyalty. As Larsen-Freeman (2000) points out: “Students are encouraged to think in terms of ‘positive interdependence,’ which means that the students are not thinking competitively and individualistically, but rather cooperatively and in terms of group” (p. 167).

### Groupwork



Underwood (1990, p.78) also supports Hubbard’s et al. (1983, p. 193) scheme by saying that: “While students are doing pair/group work, you [teachers] should circulate to listen and to give help where needed.” Monitoring in groupwork is very important and not only in order to control what exactly students are doing but also to provide them with the feeling of their importance – to show them that you are not losing the interest of them.

#### 2.1.1 Benefits of working in groups

Groupwork offers an inexhaustible number of variations how to practice all the language skills, receptive as well as productive; it depends only on the kind of the activity students are engaged in. Moreover, Gannaway in *Group Work* [online] states that: “Group work can be used for real world work on authentic real world projects,” which is very important in pupils’ further development.

Firstly, groupwork is very suitable for increasing the amount of student talking time because more students can talk at the same time. Harmer (1991, p. 245) notes that groupwork provides students with greater possibilities to use the language to

communicate and cooperate with one another because when working together on a task, the cooperation among students is very important. Moreover, while dealing with some problem, the discussion can arise quite often because there are more students to react to in a group.

Secondly, as far as the task is concerned, Doff (1991) points out that: “Working in ... groups encourages students to be more involved and to concentrate on the task” (p. 141). In groups pupils are more motivated in endeavour to show to others that they are useful. Moreover, even ‘weak’ students can enjoy the sense of achievement when being a part of a group; therefore, they do not, at least immediately, lose their interest.

Security is another important point. Doff (1991, p. 141) concludes that students are less nervous when working in groups than when showing off in front of the whole class. If one student does not know something, the others would help him or her so he/she could more easily overcome the fear of feeling of not knowing the right answer, etc. In other words, students share their ideas and knowledge within their group [ibid.] and are not so worried about the grammatical accuracy.

Besides that Harmer (1991) also claims that “... working in groups is potentially more relaxing than working in pairs” (p. 245) or individually, which contributes to a better atmosphere in the groups. When there is a supportive atmosphere within the groups, pupils are very much likely to be in a good mood, which results in better outcomes of the activity.

From the social point of view, students develop the interpersonal relationships. They learn to respect, boost up and help each other. They become more diligent and not so distributive in order to function as one firm group. As Finocchiaro (1989) suggest: “They become socially cohesive” (p. 34).

Finally, Bradey in *JCU – Teaching and Learning Development* [online] notes that: “Group work promotes learning in providing opportunity to share and test ideas with others and to examine different perspectives on issues.” Students are able to report their own ideas and opinions within the group and make their own decisions or develop their own insight into the problem according to what they find out from others by listening to their arguments.

### 2.1.2 Types of groupwork

Each activity differs from another by means of distribution of the information that is needed in the activity, which specifies different types of groupwork. Nation (1994, p. 162) suggests that different types of groupwork require different kinds of classroom arrangement as they are to meet different learning goals.

Basic types of groupwork, according to the distribution of information, are as follows: combining, cooperating, superior-inferior, and individual arrangement.

**Table 2.1 – Types of groupwork according to Nation (1994, p. 162)**

	<b>Combining</b>	<b>Cooperating</b>	<b>Superior-Inferior</b>	<b>Individual</b>
<b>Distribution of information</b>	Each learner has unique essential information	All learners have equal access to the same information and to each other's view of it	One or more learners have information that the others do not have	All learners have the same information but use a different part
<b>Seating arrangement</b>	Learners sit at an equal distance from each other, facing each other	Learners sit beside each other facing the information	The knowers face the seekers	The learners face each other
<b>Social relationship</b>	Equality, mutual dependency	Equality	Inequality, the knowers are in a superior position	Equality, but with focus on individual performance
<b>Most suitable learning goals</b>	Negotiation of input Mastering content Fluency	New language items Fluency	New language items Mastering content	Fluency New language items
<b>Most suitable task</b>	Completion Ordering Providing directions Matching, classifying, distinguishing	Ranking, ordering, choosing Finding implications, causes, uses Solving problems Producing material	Data gathering Completion Providing directions	Solving problems Completion
<b>A typical example</b>	A strip story	A ranking exercise	An interview	A chain story or roleplay

#### The combining arrangement

Students in the combining group are all of an equal status and due to the fact that each member has its own unique information the mutual cooperation and participation is guaranteed. Without participating and contributing, students would not be able to manage anything because the unique information each student has, the others do not, and moreover every piece of information is essential for the overall completion of a task.

One possible problem in the combining arrangement is to ensure the uniqueness of each student's information. In order to do so teachers should tell their students that it would be purposeless and not funny or interesting if they reveal their "secret" information to the rest of the group members or they may force their students to memorize their information right at the beginning of the activity (Nation 1994, p. 164).

An example of combining arrangement activity:

Each student has a map of an imaginary city. Nevertheless, on each student's map are named or labelled different buildings, roads, structures (e.g. bridges), rivers, and so on. Therefore, each student has unique essential information that the other students do not have – each map is incomplete. The point is that each student needs to get to some specific place (e.g. student A to school, student B to the bank, and student C to the post office) and describe the way to get there. By describing what is on their map all students can complete the map and consequently reach the place they are looking for. As mentioned above, it is important to tell students not to show their maps to one another; otherwise, the activity loses its sense.

## The cooperating arrangement

The cooperating arrangement is, as Ellis and Whalen (1990, p. 13) claim, not a new idea. As early as at the turn of the 19<sup>th</sup> century Dewey was inciting teachers to put students into groups so that they could solve problems together. Nowadays, this kind of groupwork is very likely one of the most used ones in elementary schools because as Nation (1994) suggests: "The cooperating arrangement is the most common kind of group work" (p. 164).

As you can see in Table 2.1, all students have equal access to the information, which is the basic sign of the cooperating arrangement.

Clarke et al. (1990, p. 9) stress the reciprocal interplay of five common principles which if purposely used could improve the efficiency of cooperative groupwork.

The five common principles by Clarke et al. (1990) are as follows:

- Students work in positive interdependence;
- Students work in small heterogeneous groups;
- Students are accountable both as individuals and as a group;
- Students learn through ample opportunity for purposeful talk;
- Students learn and practise co-operative skills as they study and explore the subject matter together (p. 9).

These five principles tell us that:

- the members of the group must learn together and need each other's support in order to accomplish the goal;
- every person is unique; therefore, is able to bring in something new and original;
- each student is responsible for their contribution to the group; and the whole group is responsible for its final outcome;
- as students sit close together, each of them is able to have as many utterances as he wants while discussing the problem;
- students learn to be open-minded, give and receive feedback from their peers, share their ideas (brainstorming), make agreements, etc. while working in groups.

In the cooperating arrangement students are a part of a group; therefore, the motto for a cooperative group is: "We sink or swim together" (Ellis and Whalen 1990, p. 14). In other words, in case of solving a problem or a task all students have to feel the sense of succession; otherwise, the groupwork activity does not fulfil its purpose. Rivers (1989) claims: "In cooperative learning, all [students] can succeed because each has something unique to contribute to the enterprise ..." (p. 78), which means that every single student is good at something (e.g. writes nicely, can draw, has a rich vocabulary etc.) so he/she is able to come up with it and therefore feels that he/she is useful.



The major problem with cooperating groupwork activities is very likely to force every single student to take an active part in the group. As mentioned above, all students have equal access to the information; hence, some students might opt out. Two possibilities how to solve this problem are to give each student a different role (e.g. recorder, speaker) or to exchange the members of the groups so that they would more likely participate – “to provide the optimum climate in each group for participation to occur” (Nation, 1994, p. 166).

An example of cooperating arrangement activity:

Students are given papers with some advertisements of part-time jobs but each advert has its headline (the name of the part-time job) missing so students should figure out the possible headline. After that students check their ideas with other groups and with the teacher. Then students take roles of career advisers and in groups decide for whom and why each job is the most suitable (e.g. ski instructor is suitable for sport fans, etc.). Furthermore, students could discuss and make agreements on additional questions made by the teacher.

### The superior-inferior arrangement

On the contrary to the previous groupwork arrangements, the status of students in this group is one of inequality. The student or students with all the necessary information are in a superior position and the rest of the group is trying to get that information from them.

An example of superior-inferior arrangement activity:

One student represents a famous person and the others are trying to find out which one by asking yes/no questions.

Another example can be providing directions:

One student has a complete map where all the buildings and structures are named or labelled; whereas, the rest of the group has so-called blind maps. Students could either ask questions how to get to an exact place on the map or listen to the student in the superior position who tells them how to get to the place they are looking for.

## The individual arrangement

In contrast to the combining and superior-inferior arrangement, there is not a student that would have information that the others do not have. Each student works so-called 'solo.' The main purposes of this arrangement are to increase the time that every student spends on a task and to make sure that every student takes an active part during the groupwork activity (Nation, 1994, p. 167).

An example of individual arrangement activity:

Students in each group are given, for example, some pictures and leaflets about Scotland. Their task is to organize a four-day trip around Scotland with a fixed sum of money to be spent on each item (accommodation, transport, and places of interest) and also with a fixed itinerary (e.g. Edinburgh area, the Grampian Mountains, the Highlands, and the Isle of Skye). However, each student deals with just one item. One student is in charge of accommodation (where to sleep as cheaply as possible) another student decides on means of transport to be used while travelling from place to place (coaches, trains) and the last student decides which places of interest are worth seeing in order to use the given sum of money as effectively as possible.

Generally speaking, we should not forget that it is not the group configuration that makes the groupwork activities meaningful; it is, as Larsen-Freeman (2002) points out, "... the *way* that students and teachers work together that is important" (p. 164).

## **2.2 Disruptive behaviour**

Bendl (2005) notes that disruptive behaviour presents one of the main stress factors of the teacher's profession. It is one of the reasons why some teachers leave the educational system altogether. Teachers are not able to or willing to sustain constant demonstrations of arrogance, vulgarisms or even signs of bullying from students against them. Moreover, this kind of tendency is becoming a global problem of the educational system (pp. 18-19 and pp. 38-43). We can say that discipline is not only an essential element of an effective learning and teaching process but also an important part of safety of both students and teachers. To reach the discipline requires a great deal of time, work, determination, and patience. According to Petty (1996, pp. 76-82), the main factors that could help us to reach the order in the class are as follows:

- Good teacher-student relationship – mutual cooperation, solidarity and toleration;
- Suitable working atmosphere in the class;
- Organization of the lessons – methodology;
- Classroom management – systems and rules.

### **2.2.1 What is disruptive behaviour and when does it occur?**

Before teachers deal with disruptive behaviour, they need to ask themselves what it really is, when it occurs and what the causes of indiscipline are. Ur (1999) reports that: "The phrase 'classroom discipline' has for most teachers an immediate and clear meaning, but it is in fact quite a complex concept, and hard to define in words" (p. 120).

Although it is very difficult to define disruptive behaviour by means of words, one could say that disturbing behaviour can be formulated as a set of human's activities which do not correspond with standard behaviour. Because when something unusual appears during a class, it becomes disturbing and annoying. As Harmer (1991) points out: "Such outbursts are frequently hostile to the teacher or the other students and they can be difficult to deal with" (p. 249). Alternatively, Cangelosi (1994, p. 25) considers student's behaviour as disturbing when any

student inhibits the other students in their endeavour dedicated to a desirable work or encourages them to uncooperative behaviour.

Seeing that indiscipline cannot be precisely and unambiguously defined, it is obvious that there are many kinds of disruptive behaviour which are quite hard to deal with. According to Gage and Berliner in Chastain (1988), two major types of disruptive behaviour are as follows:

1. Problems involving too much undesirable behaviour.
2. Problems involving too little desirable behaviour.

Ad 1) Too much undesirable behaviour includes, among others, physical aggression, attention seeking, and challenging the teacher's authority.

Ad 2) Too little desirable behaviour includes, for example, failure to pay attention, failure to prepare assignments, failure to become a member of the class, and failure to follow rules about attendance (p. 155).

Similarly Prodromou and Clandfield (2006) divide discipline problems into two categories – overt or covert actions that “undermine the cohesion of the class” (pp. 4-5).

- Overt manifestations of misbehaviour are for example shouting out of turn during the lesson, ‘marching’ around the class, throwing papers around the classroom, chatting with classmates, and so on (p. 4).
- Covert manifestations of misbehaviour are for example being passive, looking out of the window, forgetting things, etc. Prodromou and Clandfield (2006) suggests that covert manifestations of misbehaviour are “... often disguised as normal behaviour and are frequently ignored because teachers don’t view them as real discipline problems” (p. 5).

The occurrence of disruptive behaviour very much depends on a teacher because each teacher has his/her own limits of acceptability slightly different. Fontana (1997, pp. 337-338) suggests that what seems to one teacher as a big problem does not have to be a problem for another one. For example, some teachers tolerate certain amount of speaking between pupils during their work; whereas, others require absolute silence. Alternatively, one teacher does not mind if the

pupils are shouting the answers, while another insists that pupils have to sit quietly with raised hands until being called on.

We also have to bear in mind that behaviour which is considered by teachers as unacceptable does not depend only on teachers' opinion but also on the historical context. Čáp and Mareš (2001, pp. 316-317) remark that different manifestation of behaviour was considered as unacceptable in the past unlike nowadays, depending on the development of philosophy of enlightenment, of educational psychology, and also on the development of our society.

For example, in the first half of the twentieth century physical punishments such as slaps or adequate slashes with a 'pointer' were generally accepted in Czech elementary schools; whereas nowadays, it would be considered as something inconceivable.

Generally speaking, behaviour is disruptive when the teacher decides that the student's behaviour broke bounds and became unacceptable.

### 2.2.2 Causes of discipline problems

Up to now we were engaged in the problem what indiscipline is; therefore, we will now focus on some possible causes of indiscipline. There are a lot of factors that influence students' behaviour and the way of thinking either in positive or negative way. As Prodromou and Clandfield (2006) point out: "To get a deeper understanding of misbehaviour, one needs to look more closely at emotional and psychological factors within the students, within teachers and within the class as a whole" (p. 5).

Generally speaking, it is not one single factor that influences a student but it is a connection of several factors and conditions continuously influencing one another. Table 2.2 shows us the main factors that influence the behaviour of students (Čáp, 1980, pp. 150-157 and Harmer, 1991, pp. 249-252).

**Table 2.2 – The factors influencing behaviour**

<b>Endogenous factors</b>	<b>Exogenous factors</b>
a) Personality b) Temperament and character c) Skills, knowledge, and habits formed so far d) 'Student's present state' – tiredness e) Biological conditions	a) The teacher b) The students c) The institution – school culture f) Other exogenous factors – physical environment in class; economic, political, and cultural conditions; family, etc.

#### **Endogenous factors**

##### **Personality**

Every human being is characterized by both mental and physical individuality. Čáp and Mareš (2001) remark that: "In contrast to skills it [personality] does not express how well we are able to do something. In contrast to motivation it [personality] does not express why we do it. Personality expresses the *way* we do it"<sup>2)</sup> (p. 158).

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<sup>2)</sup> Translated by the author of this diploma thesis – see the original text in Appendix 1.

In general, personality expresses the way the student acts. It shows us whether the student is an extrovert (e.g. is talkative, vivid, genial, etc.) or introvert (e.g. is quiet, shy, lonely, etc.).

## Temperament and character

Since the ancient Greece people try to find out the principles of our behaviour in order to understand why we behave in some ways that are unique for every human. Nakonečný (1997, p. 82) remarks that already Galen of Pergamum and Hippocrates set up a 'doctrine' about four kinds of temperament: sanguine, choleric, melancholic, and phlegmatic.

But Čáp and Mareš (2001) suggest that "... it is pragmatic to group the personality traits according to their mutual affinity"<sup>3)</sup> and for this purpose they recognize two terms:

1. *Temperament* – mainly determined biologically – emotions;
2. *Character* – mainly determined socially, especially in the ethical sense (p. 162).

Generally speaking, personality and temperament or psychophysiological characteristics determine the way the student reacts and behaves; in other words, how intensive and alternating his/her emotions are and how he/she expresses them (Čáp and Mareš, 2001, pp. 158-168).

## Skills, knowledge, and habits formed so far

Adoption of the new knowledge and skills expects that a student already bears some knowledge and skills from the previous learning process; otherwise, the student would not be able to cope with the new ones.

As an example, imagine that due to illness the student is absent from school and therefore misses some lessons. The absence in the learning and teaching process might be the cause of the student's 'blind spot' – a gap in knowledge – which could be the prime cause leading to a loss of interest in learning and later to disruptive behaviour (Čáp, 1980, p. 153).

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<sup>3)</sup> Translated by the author of this diploma thesis – see the original text in Appendix 1.

### **‘Student’s present state’**

Tiredness is one of the most significant elements that affect the student’s performance. In fact, it is a decrease of capability to perform an adequate work – the student is not able to solve the tasks that he/she would solve in a better condition (Kohoutek, 2002, p. 343). Tiredness causes the lack of concentration; therefore, a tired student is not paying attention.

The beginning of tiredness expresses itself with students being restless. Students turn all over, talk to one another, even a slight impulse makes them laugh, and so on. Afterwards comes the phase of gradual inhibition – students work more slowly, make a lot of mistakes due to their ‘carelessness,’ and cannot keep in touch with the teacher’s explanations (Čáp, 1980, p. 167). All these signs of tiredness can be considered as disruptive behaviour by the teacher.

In general, tiredness is a natural phenomenon but there are some possibilities to reduce it. The teacher can change the types of activities (e.g. a reading exercise followed by an interview, etc.) or use various student groupings such as pair or groupwork in the class in order to enliven the ordinary lesson. Another possibility is to make students move. For example, the students can stand up and according to the teacher’s or one of the student’s commands point at the part of body they mention.

Next activity which forces students to move is a game called, by the author, “Find a colour.” The teacher or one of the students says some colour aloud and the rest of the class should within three seconds find a thing in that colour and touch it otherwise they are out of the game. According to the author’s own experience, the vast majority of students, especially those of nine to twelve years of age, like this game a lot.

### **Biological conditions**

Student’s special educational needs, immaturity, age, and so on can make it difficult for the student to concentrate on the task, which can be considered as a sign of indiscipline by the teacher. Moreover, teachers often even do not know about those conditions or they underestimate their importance (Čáp, 1980, p. 156).



## Exogenous factors

### The teacher

The position of the teacher, as the main authority in the class, means that they are the most responsible for a smooth course of the lesson. Thus, they have to avoid the circumstances that can possibly create problems with discipline. There are some classroom management strategies concerning what teachers should or should not do in the class (Fontana, 1997, pp. 349-354 and Chastain, 1988, pp. 157-159):

*Key:*

☺ ... positive teacher's action or approach

☹ ... negative teacher's action or approach

- ☺ **Catch the attention of the class** – boredom is a very significant factor of indiscipline; furthermore, Harmer (2001) claims that: “Students who are interested ... do not generally exhibit problem behaviour” (p. 128).
- ☺ **Be prepared** – have your teaching material ready, have a variety of activities, use examples (pictures).
- ☺ **Be specific** – when dealing with indiscipline, act directly. Name the exact student as it is far more effective than calming down the whole class.
- ☺ **Be consistent** – students need to know what they can expect from the teacher (keep your word).
- ☺ **Be fair** – injustice evokes opposition – do not show any preferences to some students in front of the classroom. As Fontana (1997) points out: “Children ... consider ‘fairness’ as one of the most desirable feature that each teacher should have”<sup>4)</sup> (p. 350).
- ☺ **Be punctual** – at both the beginning and the end of the lesson.
- ☺ **Be pleasant** – you should be able to laugh with the class and even yourselves; the sense of humour is an important feature that every teacher should have.

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<sup>4)</sup> Translated by the author of this diploma thesis – see the original text in Appendix 1.

- ☹ **Show that you like children** – be emphatic and show your sympathy; good relationships between the teacher and students are the basis for a pleasant atmosphere in the class.
- ☹ **Do not go to class unprepared** – students immediately recognise that you are insecure or uncertain and would act accordingly; be self-confident.
- ☹ **Do not give too difficult tasks** – test and ask just what was taught and in the same way as it was taught during the lessons (use the same instructions, similar tasks, etc.)
- ☹ **Do not issue threats** – threats can easily turn against you (threats that the teacher does not realize make the things worse). Keep in mind that the punishment must be fair.
- ☹ **Do not be angry** – the loss of self-control can lead to actions with unfortunate consequences that you would later regret. If you have to raise your voice or shout at some students, do it deliberately.
- ☹ **Do not be too intimate** – when going into a new class, it is better to be more strict than friendly as it stresses your authority. If you show too much tolerance at the beginning, it is later much harder to manage the class.
- ☹ **Do not degrade the students** – even sarcasm is derogatory in students' eyes and teachers lose their respect.

All these aspects, in conjunction with many others, can help us to be aware of what leads into a lack of discipline and into a bad relationship between the teacher and students.

## The students

Now we will focus on indiscipline from the students' point of view. As mentioned above, there are endogenous factors that we could not do much with.

Nevertheless, we can affect some factors that occur directly during the learning and teaching process.

**Boredom:** Harmer (2001, p. 127) notes that students are engaged with the course of the subject matter and are unlikely to misbehave if the class is interesting. On the contrary, a student who is bored presents a big potential risk – in better case he/she is doing nothing but idling; however, in most cases he/she disturbs. In addition, Dörnyei (2001) adds that: “It [boredom] does not inspire further, continuing motivation” (p. 75).

**Company of students:** Besides boredom, students' disruptive behaviour rises from the peer pressure (Prodromou and Clandfield, 2006, p. 5). Students can more easily persuade one another to disturb in a company of more students and finally they might negatively influence the whole class. In these cases the teacher has to react quickly in order that the indiscipline will not spread – reseating and separating ‘troublemakers’ is usually the best solution.

**A need to be noticed:** Some students need to be in the focus of everyone's attention even if it is negative; therefore, they show off. They make fun of themselves and of others and are proud of it when the rest of the class is watching them – some with admiration, some with derogation. Such students are often considered as ‘clowns’ (Petty, 1996, p. 92).

**Self-esteem:** Sometimes students cover their insecurity by detracting the attention to something else, in other words, they disturb. Similarly McCombs and Pope in Dörnyei (2001) support this idea by claiming that: “Contrary to belief, most misbehaviour in the classroom is the result of the students' low self-esteem: ‘Students, rather than being malicious, attention-seeking egomaniacs, are misbehaving because they're scared or insecure.’” (p. 48). Therefore, it is important to build up the students' self-esteem. In order to do so, Bendl (2005, pp. 260-261) notes that teachers should help students to accomplish some tasks so that they could feel the success. Moreover, praising and exhibiting interest to students makes them feel better and raises their self-esteem.

**Young learners:** As Harmer (2001) remarks: “They [young learners] generally display an enthusiasm for learning and a curiosity about the world around them” (p. 38); therefore, they are easily persuaded to work within the group. They seek for a company of their classmates because they are used to working or playing in groups as they were doing so during their preschool education. Furthermore, they usually run into every activity with a great passion but sometimes their enthusiasm might overrun the limits. It is also important to change the activities quite often because young students, as Scott and Ytreberg (1990) point out, “... cannot concentrate for long on one activity, and, of course, they will find other things to do if their concentration goes” (p. 104).

There can, certainly, be other cases of indiscipline depending on the particular group of students but those mentioned above occur, very likely, the most frequently.

### The institution

Bendl (2005, pp. 239-240) claims that there has to be a coherent policy how to cope with the demonstrations of disruptive behaviour. Also Harmer (1991, p. 251) adds that ideally there has to be established a system which would deal with the indiscipline problems in every school; otherwise, students would be aware that there is not any higher possibility of punishment than that from their teacher and would behave more cheekily. If there is a system how to deal with indiscipline, it is of utmost importance to adhere to it strictly so that the disruptive behaviour does not spread.

In addition, Harmer (1991) stresses that: “It is to be hoped that the teacher can consult co-ordinators or department heads when in trouble ...” because it is probably more pragmatic to consult problematic behaviour of some students with the other members of staff or school authority (schoolmaster, co-ordinators) than to manage it on your own (p. 251).

The school culture is another point that influences students’ behaviour. Peterson in *Journal of Staff Development* [online] defines the school culture as a set of unwritten rules and norms that form the characteristics of the school. Moreover,

Peterson adds that: “a school culture influences the ways people think, feel, and act” [ibid.]. As you can see, the school culture directly affects the teaching and learning process in the school. Because each school is unique, its school culture is unique as well. With regard to discipline problems, it means that the culture of some schools may let students, for example, walk around the class, shout answers aloud without being called, and so on during the lessons, which would be unacceptable in other schools.

Generally speaking, to understand and become familiar with the school culture is a key to cope with a lack of discipline. The teacher cannot consider some patterns of behaviour as disruptive if the school culture recognizes it as something common and vice versa.

### Other exogenous factors

According to Čáp (1980) other exogenous factors that influence the behaviour of students are as follows:

- Physical environment in a class – light, noise, size of the class, etc.;
- Relationships between students;
- Economic, political, cultural, and natural conditions for education in our society or country;
- Family – parents, siblings (pp. 150-151).

Despite their diversity they all have something in common. They do not directly intervene into the teaching and learning process but often escape teacher’s attention. However, they can significantly influence other factors – whether exogenous or endogenous (Čáp, 1980, p. 152).

There are many causes of indiscipline and we have focused on some of them in this section. In general, while speaking about causes of disruptive behaviour one has to take into consideration students (e.g. their knowledge, skills, mood, motivation, character, friends, family, etc.), teachers (e.g. their attitudes towards students, teaching methods, etc.) and surroundings (e.g. school, time of the day, classroom atmosphere, physical environment, and so on).

## 3. Applying groupwork in ELT

### 3.1 Groupwork

#### 3.1.1 Language goals of groupwork

Chapter 2.1.1 was related to the general benefits of groupwork. Now we will focus on language goals of groupwork.

Language goals influence each groupwork activity very strongly because they are the main purpose of learning foreign languages. As each learning goal requires a different approach or type of groupwork (see Chapter 2.1.2), the teacher has to carefully choose appropriate activities.

#### **Fluency**

Finocchiaro (1989) suggests that students “... worry less about grammatical accuracy” while working in groups (p. 34), which usually increases the fluency of each of the student utterance. In relatively small groups the vast majority of students are not so afraid of making mistakes (see Chapter 2.1.2) and they just talk and talk in order to get the message across. Moreover, students are proud of themselves that they are able to speak a foreign language and they do not care too much about the mistakes they might have made. Also Byrne (1990) states that: “... most fluency activities need the environment of a group” (p. 76).

Moreover, fluency is closely connected with the negotiation of input. Experts from Conflict Research Consortium in *Negotiation* [online] define negotiation as a talk between two or more people who are trying to figure out an answer to their problem. While students work in groups they come across the language that they are able to understand and, on the other hand, language “... which contains unknown items for them to learn” (Nation, 1994, p. 161). Students then absorb the new language items without thinking about them while in endeavour to solve the problem that neither of them would solve on his or her own.

## **Practice**

Doff (1991, p. 141) claims that during the ‘round the class’ activities students say roughly one sentence; whereas, the groupwork activities offer them greater chance to speak and practice new language items. It points to the fact that groupwork is a suitable tool for further practice of the curriculum; therefore, the presentation of some grammar structures, vocabulary, etc. precedes almost every groupwork.

## **Cross-curricular issues**

We can use groupwork activities in a cross-curricular teaching in order to integrate the content of several disciplines (e.g. history or geography) together (Nation, 1994, p. 161). Suitably chosen groupwork topics can help students to better understand relationships between subjects taught in the school.

Furthermore, it allows students to make connections between those content areas while mastering the English language. Moreover, it shows students various points of view of current curricula (Beane in *Organizing the Middle School Curriculum* [online]).

Generally speaking, students realize that the content areas cannot be studied separately and see the value of integrated work.

## **Communication strategies**

Hubbard et al. (1993) note that: “The essential ingredient of a communicative activity is the element of unpredictability” (p. 199); therefore, an activity is considered as communicative when one student has a piece of information that another has not but wants to have. The lack of information on either side is called the information gap and it makes the activity more real-life if students have to react among each other [ibid.].

Communication strategies help us to communicate functionally and successfully. They are problem-oriented, which means, as Ellis (1998) points out, that if students “... experience problems in saying what they want to say because of their inadequate knowledge ... they resort to various kinds of communication strategies” p. (60) so that they could overcome these problems.

Some communication strategies that have been found in Ellis (1985, pp. 184-185), Ellis (1998, pp. 60-61), and Nation (1994, p. 161) are as follows:

- Switching to a different topic;
- Using fillers, pauses, and repetitions;
- Using gestures and facial expressions (mime);
- Seeking and giving clarification;
- Checking comprehension by asking further questions;
- Borrowing and using words from the student's mother tongue;
- Using word-by-word translations (e.g. to sign = to underwrite);
- Substituting words of which the student is not sure (e.g. carp = fish);
- Paraphrasing the meaning of the word (describing it);
- Using word coinage (e.g. picture place = art gallery);
- Waiting until the item comes up.

Ellis (1998, pp. 60-61) states that the communication strategies can either force students to give up at least a part of their original communicative plan and to create a new one by so-called 'reduction strategies' (e.g. switching to a different topic) or to stick to the point and keep their original communicative plan by some compensations or 'achievement strategies' (e.g. paraphrasing).

### **3.1.2 Stages of groupwork**

The basic steps in making successful groupwork are:

1. Teaching group skills;
2. Presentation and description of an activity;
3. Forming the groups;
4. Monitoring;
5. Ending and feedback.

#### **1. Teaching group skills**

Before starting any groupwork activity, the teacher should be aware that students know what the groupwork includes. Students have to be familiar with basic group skills because without them the groupwork would be very likely time consuming and sometimes even without any effect. For example, Underwood (1990) points



out that: “There does not then have to be a series of return journeys to fetch the necessary items once the activity starts” (p. 78). In practice it means that if groupwork requires that students have a pencil and a piece of paper or a notebook, the students should be prepared to quickly take the material needed and form the groups.

According to Christison (1994, pp. 145-146) and Ellis and Whalen (1990, p. 40) the group skills are as follows:

**Basic group skills:**

- Move into your group as quickly and quietly as possible;
- Take required materials with you;
- Stay with your group until the task is done;
- Use quiet voices;
- Listen to the rest of the members in your group;
- Call one another by names;
- Know your task.

Once students master these skills, they are ready for functioning skills. They should guarantee that students work and cooperate together more effectively.

**Functioning skills:**

- Take turns;
- Contribute your ideas;
- Ask for help when needed;
- Encourage others to contribute;
- Check for understanding;
- Keep the group focused on the task (Ellis and Whalen, 1990, p. 40).

The best way of teaching group skills is throughout practice and establishment of some routine so that students know what to do (Gower et al., 1995, pp. 19-20). Several groupwork activities when the teacher stresses and enforces the points mentioned above should make students familiarise with them and adhere to them automatically.

## 2. Presentation and description of an activity

Before students are divided into separate groups, it is important to present and describe the forthcoming activity and its purpose because students need to know and understand what they are going to do and what is expected from them to do. Ur (1999) stresses that: “The instructions that are given at the beginning are crucial” (p. 105) because students must be absolutely certain what exactly they have to do; otherwise, the activity loses its smooth course and it is just a waste of time [ibid.].

There are some guidelines on giving effective instructions adapted from Gower et al. (1995, pp. 40-42) and Ur (1999, pp. 16-17).

1. **Be prepared** – the explanations and instructions might be perfectly clear to you but are they clear to students? Think over the language and expressions you are going to use, the pictures you will present, etc. once more; to write out the essential sentences is also worthwhile.
2. **Attract students’ full attention** – “make sure everyone is listening and watching; don’t give out any handouts which may distract students’ attention” (Gower et al., 1995, p. 40). Instructions first, then splitting into groups.
3. **Present the information more than once** – repeat or paraphrase the instructions and also deliver them differently (e.g. use the overhead projector, show some objects, write the instructions on cards, and so on).
4. **Be brief and decisive** – use simple language (if necessary use students’ mother tongue); use signal words such as Listen, Look, Start!, etc.; use gestures (clapping with hands) – students recognize it as a cue for an instruction to follow.
5. **Illustrate with examples, demonstrate** – show students what to do as it is far more effective than just saying it (e.g. act out the activity together with the whole class)
6. **Break instructions down** – if the activity consists of several steps, give instructions in parts and in turn check understanding

- 7. Get feedback** – “when you have finished explaining, check with the class that they have understood” (Ur, 1999, p. 17). Ask them to prove their understanding: “to paraphrase in their own words, or provide further illustrations of their own” [ibid.].

In addition, it is also a good idea to set a time limit for each groupwork activity because students should know how much time they have in order to finish the activity. Also Finocchiaro (1989) supports this idea by claiming that: “Time limits should be clearly indicated and held to” (p. 35).

### **3. Forming the groups**

There are many possibilities of forming groups but Underwood (1990) points out that: “It’s often easiest to organize the whole thing yourself” (p. 46).

The teacher is very likely the most competent person who is able to form the suitable groups. Teachers know their students best; therefore, they can divide students into groups according to their level of English, pace of work, level of participation, friendship/hostility or, in case of urgency (e.g. not enough time), can just strictly show who will work with whom.

According to the author’s own experience, some students, especially those of nine to thirteen years of age, would, under no circumstances, cooperate with someone who they do not like. Moreover, very often girls do not want to work with boys and vice versa. Therefore, teachers have to anticipate these problems when forming a group and try to avoid them.

#### **Informal groups**

This is quite a common method of forming a group. The groups are created according to the sitting order of students. To form the informal group, students turn to those classmates sitting nearest to them in order to, as Clarke et al. (1990, p. 40) call it, “put their heads together.” Usually two students turn back so that they could sit face to face to other two students behind them.

A possible problem connected with the informal groups is a certain imbalance among students or groups. One way the teacher can reduce the serious inequality is by giving each group a different task (Harmer, 1991, p. 246) or each student a different role.

## **Friendship**

Another popular way of forming a group is to let students form the groups according to their wish. As Petty (2004) suggests: “These groups are popular among students;” therefore, they form the groups quite quickly. However, when you ask students to form this kind of group “... clearly determine the number of students in each group and insist on it”<sup>5)</sup> (p. 185), unless there is some extra student; otherwise, you lose your authority and disorder breaks out in the class. Moreover, we have to be prepared that sometimes there will be exclusively girls or boys groups [ibid.].

In addition, Harmer (2001) points out that: “Letting students choose in this way ... may exclude less popular students altogether so that they find themselves standing on their own when ... the groups are formed” (p. 120) and it is then up to the teacher to which group they will be placed. Therefore, do not stick only to this possibility of forming the groups and create the groups in various ways in order to affect and change students’ mutual relationships and attitudes.

Finally, the problem with imbalance can occur in this kind of group too (see Informal groups).

## **Random groups**

It is just a matter of chance how students would be assigned to groups. There are many ways to do so. For example, each student draws out a number from a box which determines the group he/she would consequently belong to. Another possibility is according to the students’ birthday (Gower et al., 1995, p. 47) or according to what they wear at that moment (Harmer, 2001, p. 122), and so on. Be aware that groups made up by chance could result in some groups being unable to cooperate or work properly (Ellis and Whalen, 1990, p. 25), which makes the groupwork activity time-consuming and ineffective – the groups will have to be rearranged and the activity restarted from the beginning.

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<sup>5)</sup> Translated by the author of this diploma thesis – see the original text in Appendix 1.

Apart from any possibility the teacher chooses to form the groups, he/she has to create cohesive groups. It would be ideal to form groups, as Dörnyei (2001) suggests, “... in which there is a strong ‘we’ feeling; and which students are happy to belong to” (p. 43).

Furthermore, we should not forget that we can also exchange students among the groups while the activity continues (see Groupwork plan 1). Clarke et al. (1990) call it “reconstituted groups” (p. 56).

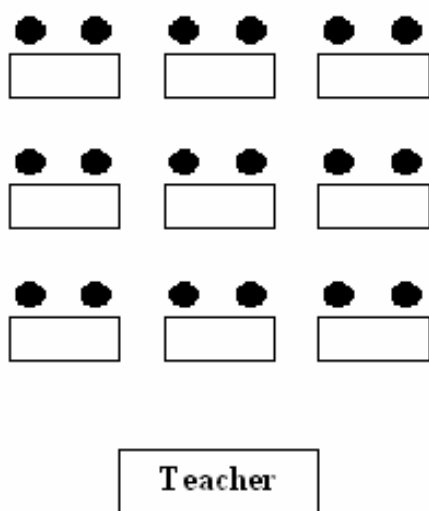
## Seating arrangement

Positive aspect of changing seating arrangements is that the pupils can speak with different classmates and not only the one they are sitting with the whole year (Scrivener, 1994, p. 93).

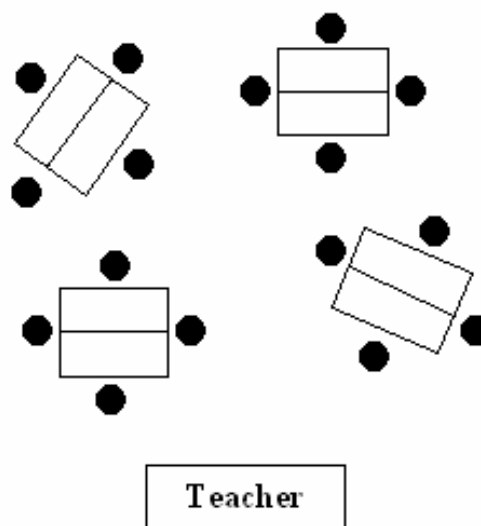
If the groupwork activity needs a special seating arrangement it has to be ready before the activity starts so that it can proceed without any unnecessary delays. As there are a lot of possibilities of seating, it pays off to think about them in advance – is it possible to put the desk or chairs together, is there enough space for all the groups, and so on.

There are some possible seating arrangements in the pictures below.

**Arrangement 1**

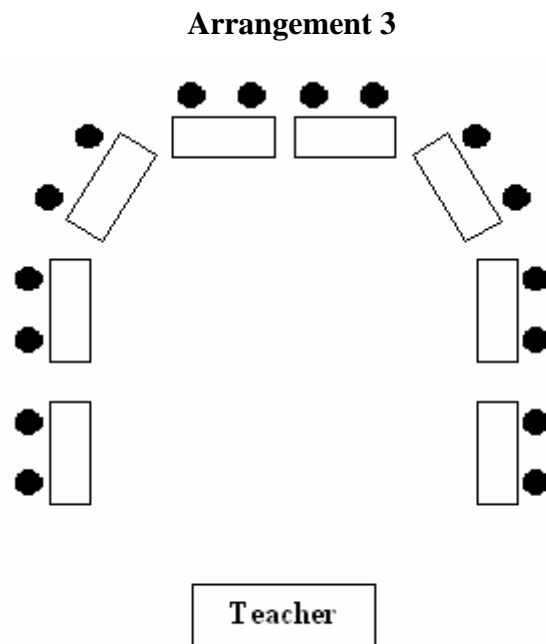


**Arrangement 2**



Arrangement 1 is very common in our schools and is more suitable for individual or pairwork as it does not encourage natural communication because students see the back of the heads of students in front of them (Scott and Ytreberg, 1990, p. 14). Nevertheless, if students turn back or completely split around the desk, the groupwork activity can be managed easily.

In the 'café style' arrangement – Arrangement 2 (adapted from Gower et al. (1995, p. 23)) – all students can see what is going on in front of the class clearly; moreover, they are isolated enough from other groups; thus they do not interfere one another (Gower et al., 1995, p. 23). Besides that, students can easily interact among themselves and they also have enough space for a possible material needed such as pieces of paper, books, etc. in the centre of the table.



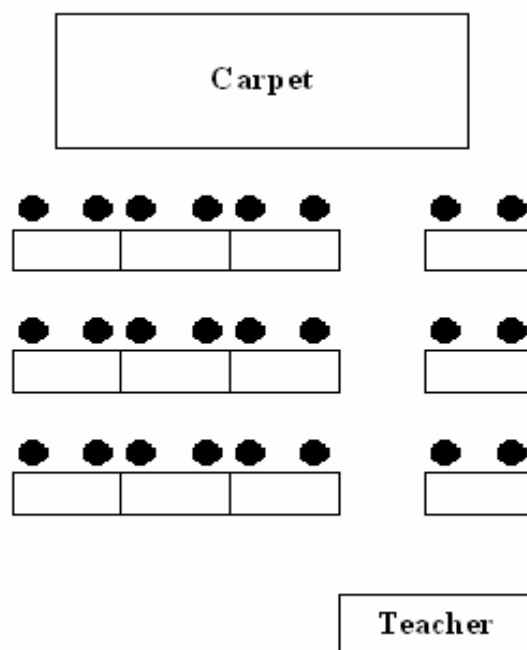
Furthermore, students do not have to sit only on chairs, as they do so nearly the whole year, but we could make them sit down on a carpet. For example, one group can simply sit on the carpet or floor in the centre of a 'horseshoe' arrangement – Arrangement 3 (adapted from Gower et al. (1995, p. 29)) – whereas other groups sit round the desks with chairs placed from both the sides. The space in the middle of the classroom can be also later used for general

activities – students can perform there their final groupwork products (sketches, etc.).

Scrivener (1994, p. 94) points out that students in the ‘horseshoe’ arrangement feel more equal and also work together more naturally.

Another point that is worth mentioning is also the possibility of movement during groupwork. There might be classes where to put the students together would be problematic (Arrangement 4) but there are still some ways how to get students to work together. Let students walk around the class gathering information and as late as possible group them so that they can work out the final product together. Once again, one group can sit on the carpet at the back of the classroom; whereas, other groups sit round the desks with chairs placed so that they can face one another.

#### Arrangement 4



An important rule of the classroom arrangement is, as Ellis and Whalen (1990) suggest, that: “Students working in groups need to be as close to their group mates – and as separated from other groups – as possible” (p. 25).

## Student's proficiency

Teachers often ask themselves if it is better to form groups of pupils of mixed or same ability. Both these possibilities can be well supported as appropriate but mixed ability groups are probably more suitable. Larsen-Freeman (2000) also supports the idea of mixed ability groups by claiming: "The teacher usually assigns students to the groups so that groups are mixed – males and females, different proficiency levels, etc." (p. 167). Moreover, in everyday teaching the teacher does not have always time to prepare extra tasks for strong and weak students and also to exactly recognize who is strong and weak can be misleading (it requires a lot of time and teaching experience).

In addition, if you separate weak and strong pupils, you will definitely widen the gap between these two groups (Byrne, 1990, p. 76). Furthermore, as the basic idea of groupwork is mutual cooperation, students are expected to help one another in order to solve the task.

On the other hand, Byrne (1990, p. 76) suggests that division into weak and strong pupils can be useful if precisely aimed, but still has to be done only occasionally – e.g. when there is really a significant difference in the students' level of English. Harmer (1991) assents to that statement by saying that: "Where there are students of different levels and interests in a class, different groups can be formed so that not all the students are necessarily working on the same material at the same time" (p. 246).

In conclusion, we can illustrate the question whether to form groups of students of mixed or same proficiency on the language goal of the groupwork (Nation, 1994):

If the goal of learning is to master new language items, a superior-inferior arrangement with a more proficient learner in the superior position would be a useful choice. If, however, the goal is to develop fluency, groups could be made up of learners of equal proficiency in a cooperating arrangement (p. 168).



## Size of the group

Teachers are sometimes in doubts about the size and number of the groups as it is a problematical question. Byrne (1990) points out that: “There is no magic number for groups, but four to eight students in each is a good general guide” (p. 75); however, linguists such as Clarke et al. (1990, p. 20), Doff (1991, p. 137), Ellis and Whalen (1990, p. 24), Finocchiaro (1989, p. 34), Harmer (2001, p. 117) or Petty (2004, p. 185) agree that appropriate size of the group is hovering from three to five students. Larger groups (those which consist of more than six students) might be difficult to manage and also the amount of mutual students’ cooperation falls down rapidly (Harmer, 1991, p. 246 and Petty, 2004, p. 185).

It can be said that the size and number of the groups very much depends on the exact size of the class and on the particular language goal of the groupwork task. There is shown one demonstrative example based on Nation (1994):

If the learning goal is to learn through negotiation of input, then a combining-arrangement distribution of information is most suitable and learners should work in pairs or groups of four or less with learners sitting near and facing each other (p. 168).

It is worth experimenting about the group size that would suit each task the best but we have to take into consideration one important rule by Byrne (1990): “Don’t forget that the more groups you have, the harder it will be for you to keep an eye on them” (p. 76).

## 4. Monitoring

During the process of the activity the teacher acts as a prompter or facilitator and monitors the class, which means that they walk around the class listening and watching the groups in order to check their progress. The teacher also observes whether some students are not just idling and also makes sure they use the target language. Moreover, the teacher also pays attention to signs (gestures, body posture, facial expressions, etc.) that indicate interest and involvement or, on the contrary, boredom or frustration so that he can intervene if necessary. Then, if needed, the teacher provides students with useful hints, pieces of advice, and

encouragement. Nevertheless, Byrne (1990) suggests that teachers do not have to “... interfere with group work unless something is seriously wrong” (p. 79) because it could distract students’ attention from the task they are working on and the groupwork loses its purpose (fluency). It is advisable to just jot down any interesting remarks of grammatical or vocabulary errors at first and then to go through them later during the lesson.

## **5. Ending and feedback**

Given time limit helps you to finish the activity at a certain time. Nevertheless, Ur (1999) points out that it is wise to finish the activity when the vast majority of groups have finished but students are still interested in the task (p. 106).

The last and very important thing related to groupwork is feedback. There can be many kinds of feedback, but in general, discussions, giving the correct solutions, acting out and displaying the results each group has produced or assessing the students’ suggestions are probably the most appropriate ones. Generally speaking, students are interested in the results of other groups; therefore, it is essential to present and summarize as much outcomes as possible (Petty, 2004, p. 187).

While giving feedback, we should appreciate students’ involvement and contributions they have produced within their groups because it can, as Harmer (2001) points out, “... greatly enhance students’ future motivation” (p. 124).

With regard to the evaluation, the teacher has to decide whether to evaluate each group as a whole or each student individually. This very much depends on the final product. If the final product is a test based on the groupwork task, then students are evaluated individually but if the result is a product made by the whole group (e.g. a report, a poster, etc.), then the students have to be evaluated together as an approval of their cooperation and uniformity.

### 3.2 Prevention of disruptive behaviour

When working in groups, we can meet with disruptive behaviour because students might disturb while being put together. Therefore, it is advisable that the teacher prevents students from behaving disruptively than later deal with disruptive behaviour. As Ur (1999) points out: “Prevention is better than cure!” (p. 123). Thus, here comes a question: “What can help us to prevent indiscipline?”

Firstly, according to Ur (1999), we should adapt the task to the student age, knowledge, and proficiency level (p. 122) because an inadequate task could cause students’ indiscipline. As Dörnyei (2001) suggests, teachers should not only copy the groupwork activities which are in the exercise books, even if they are well prepared and useful, but they also should vary the lesson with their own activities (p. 75). It is obvious that fifteen year old students have definitely different interests than eleven year old students; furthermore, their knowledge of English is also better. For example, the topic about work experience is more suitable for older students as it is something that they have already tried or they are about to experience. On the other hand, there are topics such as pets/animals, sports, funny movies or serials (e.g. Futurama), popular pop/film stars or the character of Harry Potter that may be interesting for all students if adapted to the students’ interest.

An example of such activity is as follows:

Students learn about times and daily routine. If the teacher suggests that they have to imagine a famous actor (according to their choice) and describe what he or she does regularly every day, students would, very likely, come up with many ideas and they will practice both times and present simple tense (the use of –s in the third person).

Of course, the topics mentioned above would not suit equally to all students (e.g. boys have different interests than girls have) but a suitable change of such topics is very likely appropriate. We cannot say that whenever the teacher uses these topics the groupwork will be successful and without signs of disruptive behaviour; nevertheless, the chance of greater success is higher. Generally speaking, Petty (2004) points out that the topics aimed at students’ interests motivate students to work and learn (p. 41).

Secondly, the task should be challenging and real-life because it motivates students to work. To solve or puzzle out a problem makes tasks more interesting and students are willing to work in order to feel the sense of achievement because we (humans) are curious beings (Dörnyei, 2001, pp. 75-76). Besides that we should keep in mind to make the groupwork activities humorous because funny activities awake students' interest and motivation (Petty, 2004, p. 47).

Petty (2004, p. 82) suggests that appropriate classroom management and creation of a code of conduct show the students "where they stand" (Harmer, 2001, p. 127). To conclude on the code of conduct along with students is also a good idea because students then feel the responsibility for the adherence to them [ibid.]. Moreover, according to Prodromou and Clandfield (2006) the structure of the group and the position of the teacher in the class both have "... powerful effect on the cohesion of a group of students" (p. 6). The way the teacher controls the class and the appropriate groupwork arrangement (see Chapter 3.1.2) can help us to maintain discipline and devote students to the task [ibid.].

Finally, Dörnyei (2001) suggest that teachers should "... select tasks that yield tangible, finished products" (p. 77). If students are aware of the fact that their final outcome is going to be a concrete product such as a poster, itinerary, performance (e.g. students play a fairy-tale) or drawing (e.g. a family tree) that they can consequently show to other students or to their family members, they endeavour to do their best [ibid.].

### 3.3 Actions in case of disruptive behaviour

The best way of dealing with indiscipline is to prevent it (see Chapter 3.2).

Nevertheless, whenever there are some signs of disruptive behaviour in the class, no matter what caused them, the teacher has to take measures. How the teacher manages the situation depends on the particular problem, the student causing the problem, and also on the teacher's personal skills. However, the main rule when dealing with discipline problems is to act immediately because unnecessary delays make things worse. As Wragg in Ur (1999) points out: "Anticipate discipline problems and act quickly" (p. 122). If the discipline problem has already started, the teacher has to deal with it.

There are some illustrations of the possibilities of dealing with disruptive behaviour below.

- a) The teacher warns the student who behaves badly or stops the class until all students calm down (Harmer, 1991, p. 252). For example, at the beginning of the lesson when students are often noisy, the teacher can let students stand until they realize that the lesson has already begun.
- b) The second possibility is reseating because students that behave badly very often sit together. This reseating has always a good impact on students as they are quiet for the rest of the lesson (Harmer, 2001, p. 129).
- c) Harmer (1991, p. 253) notes that when a great majority of the class shows indiscipline it is a sign for the teacher that something goes wrong with the lesson. A perceptive teacher immediately changes the activity by giving students a quick 'settle-down' work so that they do not have time to disturb.
- d) If the teacher meets with a student who misbehaves regularly, whether during the teaching or outside the class, he/she should decide whether to inform the higher authority (headmaster, co-ordinators or parents) or act personally. To appeal to higher authority is often convenient because then the teacher does not have the full responsibility of what the student might do later; moreover, solving the problem with disruptive behaviour with colleagues can bring better outcomes (Harmer, 2001, p. 130).

- e) Finally, Dörnyei (2001) suggest that: “We should not underestimate the power of the class group to cope with people who break the rules” (p. 48). Students within the group often maintain order in the group themselves because they want to complete the task as well as possible and disobedient students spoil their effort to do so. Also Cohen (1994) claims that within the groupwork activity students are interdependent; therefore, they check that each of them understands what they are supposed to do. In general, they take the responsibility of themselves (p. 60).

There is a countless number of other possible ways of dealing with disruptive behaviour; nevertheless, the solution mostly depends just on teachers’ possibilities and experience.

## **4. Thesis**

Appropriately used groupwork strategies and techniques in connection with suitable tasks, adjusted to student age, knowledge, and proficiency level, can become a very efficient tool that can motivate students to work, develop their language skills and help them accurately use acquired knowledge. These strategies and techniques can reduce discipline problems and therefore contribute to higher efficiency of the English language learning and teaching process.

## **B. Practical part**

### **5. Professional project**

The practical part of the diploma thesis deals with the professional project. The professional project is based on theories of methodology, didactics and psychology experts such as Bendl (2005), Chastain (1988), Dörnyei (2001), Ur (1999), and many others, who deal with disruptive behaviour, and theories of Byrne (1990), Doff (1991), Ellis and Whalen (1990), Petty (2004), etc. who deal with groupwork. The data and outcomes of the professional project were gathered throughout a questionnaire, classroom observations, and experimental groupwork activities in the classes.

#### **5.1 Field research**

To start with, I set a questionnaire to students in order to find out whether they are used to working in groups. Then I made several observations aimed at groupwork activities so that I could see what does or does not work. To conclude my field research, I prepared four lesson plans aimed at groupwork where I tried to find out possible influences of groupwork on students' behaviour.

##### **5.1.1 Questionnaire**

The aim of the questionnaire is to find out whether students like to work in groups, what kind of student groupings they prefer, whether they rather choose their roles within the group on their own and so on. The questionnaire consists of both open and closed questions (see Appendix 2, Dotazník) and is answered by sixty-seven students altogether of eleven to fifteen years of age. The representation sample consists of thirty-eight boys and thirty-one girls.

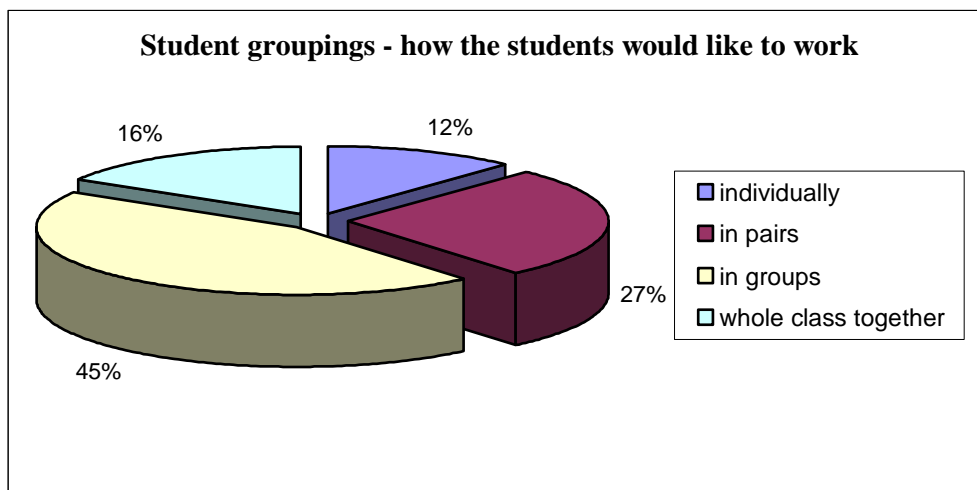
##### **Data evaluation**

As you can see in Diagram 1, the majority of students (72%) preferred to work either in pairs or in groups than alone or with the whole class together. The main reasons were as follows: it is funnier, we can help one another, it helps me to better understand the subject matter, I feel more secure, it is more relaxing, the more heads the more ideas, we can better realize our ideas, and so on. On the



other hand, some students (3%) wrote that they preferred to work individually because they could not make agreements with anyone. According to my experience, it is advisable to give those students different work (see Groupwork Plan 3 – one student was given a role of a guard and made sure that students use only English) or to let them work alone instead of forcing them to cooperate within the group as they sometimes try to ‘sabotage’ it completely.

**Diagram 1**



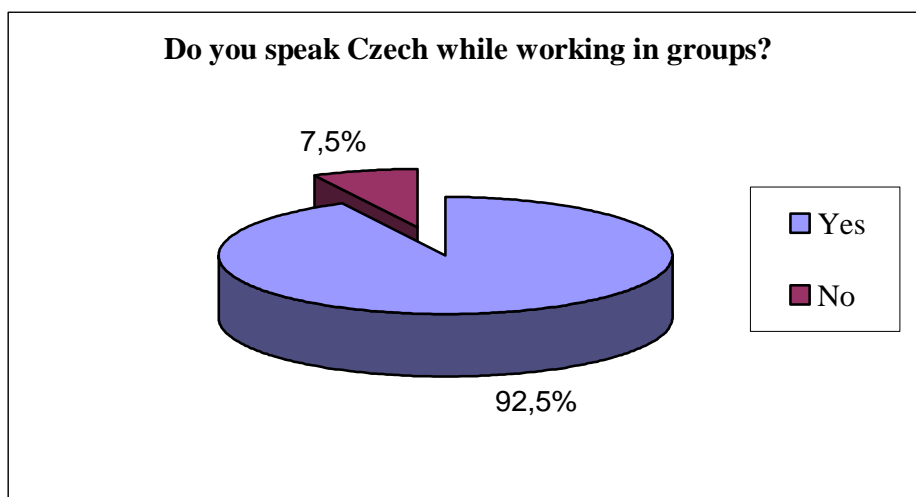
The students also noted that they worked in groups only a few times per month or just occasionally, which surprised me because according to my own experience (observations during my teaching practice) the groupwork was included at least once a week. The students probably were not able to recall any groupwork (hereinafter referred to as GW) activity while filling the questionnaire or it did not seem to them that the GW occurred so often. Also 87% of students considered GW enjoyable; moreover, some of the students who wrote that the GW was not enjoyable for them noted that it depended on with whom they worked.

According to the aims and outcomes of the GW, the students answered that the GW was mainly aimed at writing and speaking, which 67% of them considered as suitable. But mostly, the students were not able to answer why they do or do not think so. The students suggested that the most suitable outcome would be to solve an exercise (e.g. in the book) or a special task.

Another question dealt with the formation of the group. The students were asked by whom and which way they were divided into the groups and whether they liked it or not. The vast majority of students agreed on the teacher (52%) followed by the option that they sit with the person/persons nearest to them (27%), which is often ordered by the teacher as well. Not surprisingly, the students agreed that they would rather choose who to work with according to their wish than being ordered to form groups according to the teacher. It is probably obvious that the students liked to work with their friends rather than with someone they did not like. Moreover, the students stated that if they worked with friends, they worked harder.

With reference to indiscipline (see Diagram 2), nearly all the students stated that they spoke Czech while working in groups; furthermore, one student wrote that he did not speak Czech but added a comment: “rarely,” which indicated that even he did speak Czech. The main reasons why the students spoke Czech were as follows: “I don’t understand something, I need help” and “we want to agree on further steps.”

**Diagram 2**



Concerning the roles of the students within the groupwork, 86.6% of them suggested that each student had a role. The most favourite role was that of a speaker but in general all the roles (speaker, organizer, and recorder) were represented almost equally. The students also agreed that they preferred if they could choose their roles themselves.

Finally, 89.6% of the students thought that they disturbed less when working in groups. As the reasons they mentioned that: everyone devoted themselves to groupwork, they [students] were more concentrated on the task (an indication of interdependence), the students were satisfied that they could work with others (an indication of some reward), it was more fun, everyone had to work, so they [students] did not have time to disturb (an indication of the particular roles), they [students] could rely on one another (an indication of security). On the other hand, the rest of the students (10.4%) stated that working in groups was boring and they 'solved' different issues than English or that they made greater noise.

### **Conclusion**

Generally speaking, the students appreciate they can work in groups because the majority of them consider it more interesting than an ordinary lesson. The ideal groupwork would be the one in which the students could decide with whom they work and which role they represent and whose outcome is a solution to a problem.

Almost all the students tend to speak Czech during groupwork. According to my experience, if the students do not exceed a certain limit (this is up to each teacher's decision), it is advisable to let them use their mother tongue so that they can solve the task.

As one of the answers to question number 10 ("Do you think that you and other students disturb less and work more when working in groups?") is: "Yes. They speak more loudly but it is correct," it is important to mention that during the groupwork activities the observer is confronted with the higher level of noise. Thus, it has to be decided whether or not the noise is disturbing or if it is just a part of the activity. Doff (1991) states that: "The noise created by pairwork and groupwork is usually 'good' noise – students using English, or engaged in a learning task" (p. 141). Therefore, it is quite important to distinguish between the bad behaviour and the task concern.

At last, there were not any differences in answers between girls and boys. Both these groups responded to questions approximately equally.

### **5.1.2 Classroom observation**

The classroom observation was done throughout my teaching practice in elementary school ZŠ Vrchlického, Liberec. The observation was aimed at groupwork.

#### **Work organization**

Reflection 1 – 26/9/2005 – 9<sup>th</sup> grade (see Appendix 3a – Lesson 1)

This lesson was not stimulating at all. For the course of the whole lesson the students were not willing to cooperate and the groupwork just confirmed its bad success. The groupwork activity lasted for nearly twenty-five minutes and for this whole period of time the students were not sure what they were supposed to do. In some moments it started to look that they were becoming familiar with the activity but after several seconds they became perplexed again. I think that the teacher did not give the instructions properly. The teacher gave the instructions just once at the beginning of the activity and then let the students work. When the teacher realized that the students did not know what to do she gave the instructions once more in English and later even in Czech but it was too late for the students to catch up the purpose of the groupwork. For me, this groupwork was a complete waste of time as the students did not do nearly anything and there was no noticeable result of the groupwork activity because the groupwork was interrupted with the bell announcing the end of the lesson. The students did not know what they were supposed to do and the teacher did not know how to explain the instructions again while the activity was already in progress.

Next time I would advise the teacher to be sure whether or not the students know what to do; otherwise, the lesson becomes ‘hell.’ Firstly, the teacher should attract students’ full attention and then give and also repeat the instructions more than once – to use simple language is very important aspect. Secondly, the teacher should demonstrate an example to enable the students proceed further. Finally, the teacher should check understanding – let the students paraphrase the instructions in their own words or let them provide their own examples in order to find out whether they know what the task is.

Reflection 2 – 27/9/2005 – 9<sup>th</sup> grade (see Appendix 3b – Lesson 2)

Compared to the previous lesson (see Reflection 1), this lesson was successful and reached its goal. Fortunately, there was the opportunity to see all types of work organization (frontal teaching, individual work, pairwork, and groupwork) and I must say that I would use it in the same way. There are some remarks that contributed to the success of the lesson. For example, when the students had to fill in the missing words in the text (individual work – listening for detail) they tried very hard to do so because none of the students wanted to be the one who did not catch everything; furthermore, this activity was closely connected with another activity (pairwork – correcting mistakes, making agreements). When the listening had finished the students exchanged their pieces of paper with the text within pairs so that they could discuss the words they filled in and consequently made agreements on them. After that the class was divided into several groups of three (according to the teacher) and their task was to rewrite the story they have heard (cooperating type of groupwork – all the students had the same access to the information; they solved the problem together). The last activity was the story-telling when each group tried to perform the story as well as possible – it was great fun (individual type of groupwork – each student had a different role within the group). Generally speaking, the vast majority of students were working more enthusiastically than usual while working in groups.

Reflection 3 – 6/10/2005 – 9<sup>th</sup> grade (see Appendix 3c – Lesson 3)

In this lesson the students had to work with the magazines; therefore, this lesson was not a usual one for the students. The students apparently seemed to like working with magazines – it is new and, of course, more real-life than working with an ordinary book. I do not know why the teacher put the first two activities into the lesson – they were absolutely useless and there was no connection to the previous lessons or to the next activities related to the magazine. Nevertheless, the groupwork activities (cooperating type of groupwork – the students had to fill in the missing words and answer several questions written on the blackboard together) with the magazine were interesting and the students were working hard when divided in groups of three – except for one or two individuals (those were

doing nothing but talking to each other quietly and the teacher ignored them at all). To enliven the lesson with the magazines and to let the students work with them in groups is a very good idea and I think that more groupwork activities should look like this one.

### **Conclusion:**

Firstly, the lessons (except the first one) proved that different types of grouping (individual, pair, and groupwork) contributed to the higher activity of the students. Whenever the teacher changed the organization of the class it varied the lesson a lot – it changed its tempo and the atmosphere of the lesson. When the students worked in groups (both pair and groupwork) the vast majority of them were more motivated. It was probably caused by the fact that the students in a company of other students were more involved in the lesson because they wanted to show others what they knew. Moreover, to work with someone was probably more fun than working alone. On the other hand, during the pair or groupwork activities the demands on the teacher, in terms of monitoring the students, were much bigger as the teacher had to check whether the students did what they were supposed to do or whether or not they paid attention because a few students tended to do nothing (they thought that the rest of the group would do all the work). The teacher let them ‘hide’ and did not try to make them work but I would advise to assign them with a special task within the group. For example, they could write down some notes that could be used for the final outcome of the groupwork – e.g. to keep a record of possible answers.

Secondly, the first lesson also showed me that wrongly delivered instructions could totally destroy the lesson even if the lesson was prepared carefully and with a good intention to enliven the lesson. Thus, I have to remind the advisable hints of giving instructions:

- be prepared – have your instructions ready;
- attract students’ attention – be sure that everyone is listening and watching (instructions first, then splitting into groups);
- repeat or paraphrase the instructions;
- use simple language;

- illustrate with examples – show students what to do;
- get feedback – let students paraphrase the instructions in their own words or let them provide their own examples.

Finally, the teacher used mostly the cooperating type of groupwork (all the students had the same information and solved the task together) in her lessons, which proved that this type of groupwork is probably the most typical one (see Chapter 2.1.2) and teachers got used to it; therefore, they are using it. Hence, I am glad that I could see the attempts to use not only the cooperating type of groupwork but also the superior-inferior (asking and answering the questions – some students had a piece of information that the others did not have – see Appendix 3a) and individual (role-play – each student performed individually within the group – see Appendix 3b) type of groupwork.

The teacher also divided the students into groups just according to her decision, which also proved that it saved some time because the students formed the groups quickly and without any comments.

### **5.1.3 Classroom practice**

The professional project was tested at ZŠ Vrchlického, Liberec with the 9<sup>th</sup> and 5<sup>th</sup> grades.

#### **Class specifics:**

the 9 <sup>th</sup> grade:	<p>Number of students – twelve;</p> <p>Age – fourteen to fifteen years;</p> <p>Level of English – pre-intermediate;</p> <p>Activity – the vast majority of students are active; they participate actively when working individually as well as working in pairs or groups.</p>
the 5 <sup>th</sup> grade:	<p>Number of students – sixteen;</p> <p>Age – ten to eleven years;</p> <p>Level of English – beginners;</p> <p>Activity – half of the class is active (e.g. students raise hands, are willing to talk, etc.) and half of the class is passive; students participate better when sitting alone and they often use Czech.</p>

## **Groupwork Plan 1**

<b>Class:</b>	9 <sup>th</sup> grade
<b>Aim:</b>	to practise the use of the present tenses – the present simple and present continuous tense; to make an interview.
<b>Material:</b>	Adapted week programmes from Project English 4; Unit 1; page 7.
<b>Motivation:</b>	An activity that varies the lesson a lot (something new for students); a lot of movement – different roles; challenging but manageable.
<b>Skills developed:</b>	Speaking and listening – semi-controlled.
<b>Possible problems:</b>	Too difficult instructions; Students do not pay attention and consequently do not know what to do; Not enough time.
<b>Time:</b>	15 minutes
<b>Thesis Focus:</b>	Different types of groupwork during the activity – cooperating type (all students have the same information; they share their ideas in order to solve the task – to fill in the exercise); superior-inferior type (some learners have all the information that the others look for – an interview); combining type (each learner has unique essential information and only by cooperating with one another students will be able to solve the task – to complete the week programmes); Students form the groups according to themselves (friendship); Students do not use their mother tongue while making an interview.

### **1. Summary of the lesson before groupwork**

At the beginning of the lesson a new topic is introduced to students – work experience. Then a short discussion about the students' own work experience takes place. After that students listen for a gist. This can help students to become more self-confident as not only one answer is correct (e.g. "Why is this week



unusual for Jordan?”). The activity is followed by a listening for detail (e.g. “What is the time in each picture?” or “What is Jordan doing?” etc.). Next, students still work with the same exercise and underline all the verbs that are in the present simple or present continuous tense – students feel secure because there are many verbs and if they do not underline every single verb, nothing serious happens. Finally, the rules of using the present simple and present continuous tense are summarized and the teacher asks for further examples from the article. Students work with Project English 4; Unit 1; pages 6 and 7 the whole lesson.

## **2. Groupwork**

### **STAGE 1)**

**T:** “You will get Paul’s and Samantha’s week programmes. Your task is to put the verbs in brackets into the correct tense – the present simple or present continuous.”

**T:** writes an example on the blackboard

He normally ..... (go) to school, but today he ..... (work) in a record shop.

**Ss:** fill in the gaps on the blackboard with appropriate form of the verbs (goes, is or ’s working)

### **STAGE 2)**

**T:** lets students divide into four groups of three students

**Ss:** form the groups according to themselves – friendship

### **STAGE 3)**

**T:** distributes Paul’s and Samantha’s week programmes – two groups have Paul’s and the other two groups have Samantha’s week programme (see Appendix 4)

### **STAGE 4)**

- gap-filling exercise

**T:** “Put the verbs in brackets into the correct tense – the present simple or present continuous.”

**Ss:** start working

**T:** monitors and also checks the correct answers

- cooperating type of groupwork – all students have the same information and solve the task together (they fill in the given exercise); they are all equal

#### STAGE 5)

**T:** tells students that they should decide about their roles within the group – one student is going to be a ‘speaker’ and the other two students are going to be ‘reporters’

After that, the teacher asks students to work out six questions so that they could interview ‘speakers’ from other groups.

**T:** indicates that the week programmes are alike and provides two examples (these are also written on the blackboard): “What’s your name?” and “Where are you doing your work experience?”

**T:** provides students with further instructions

- ‘Speakers’ does not have to write down the questions as they are going to answer the other group’s questions.
- Each ‘reporter’ has to write down three out of their six questions on a piece of paper (if necessary, teacher distributes empty pieces of paper) in order to later interview a ‘speaker’ from the other group.

**T:** asks speakers to raise their hands when ready

#### STAGE 6)

**T:** provides students with further instructions (these instructions are given in both English and Czech – the teacher should be sure that students know what to do)

**T:** “Speakers stay at their places and wait for reporters.” – are ready for answering the questions.

**T:** “Each reporter takes his piece of paper with questions and a pen and moves to another group – one reporter to each group, not together to the same group.”

**T:** “Reporters with Paul’s week programme move to groups with Samantha’s week programmes and vice versa.”

**T:** supports his instructions by gestures (points at exact student and shows him/her where to go)

STAGE 7)

- When students are reseated, reporters can start the interviews and write down the answers.

**T:** “Interview Samantha or Paul and write down the information you find out.”

**Ss:** make interviews

**T:** monitors the class, provides pieces of advice if necessary

- superior-inferior type of groupwork – data gathering; some students have pieces of information that the others do not have (inequality – the speakers are in a superior position)

STAGE 8)

- Reporters having got all the answers they need, return back to their groups.
- When all the members of each group are back at their places they have to put together the information they gathered about Paul or Samantha.
- The ‘speaker’ of the group becomes a ‘recorder’ and jots down the compiled pieces of information.

**T:** “Now, speakers write down what reporters have found out about Paul or Samantha.”

- combining type of groupwork – completion; each student has different and unique piece of information that is necessary for the overall completion of the task (students have to put their pieces of information together)

STAGE 9)

Finally, ‘speakers’ describe Paul or Samantha’s week programme.

**Reflection:****Groupwork**

According to the instructions, I was not sure whether all my instructions during the groupwork were delivered clearly. Moreover, the mentor told me that even to her the instructions seemed sometimes a little difficult (the use of the Czech language at one stage was a good idea) but all the students knew what they were supposed to do so the instructions were clear enough, at least, for the students, which is the most important thing.

**Types of groupwork**

Different kinds of groupwork within one activity did not cause the students any problems; although, it was the first time they met with the activity like this. For the whole course of the groupwork the students knew what to do and what they were supposed to produce and finally demonstrate.

1. The biggest problem with the cooperating type of groupwork was the composition of the group. As to the group formation, I will have to pay more attention to the composition of each group next time. As I let the students divide into the groups according to their choice (based on friendship), there were only 'weaker' students in one of the groups; thus, this group had some problems during the groupwork. They made a lot of mistakes in the gap-filling exercise, were not able to make appropriate questions, etc. so I had to help them a lot. Next time while forming the groups according to friendship I had better not let the students form the groups only as they would like to but I will intervene if necessary and will make slight changes in the group composition according to my knowledge of the class. In general, the students cooperated within their groups in order to show that they were better than the other groups and that they had all the missing verbs correct.
2. In the superior-inferior type of groupwork the students had to gather data from each other. Firstly, the students had to decide on their roles but everyone wanted to be a speaker; therefore, I had to interfere into their discussions (or sometimes even quarrels) and clearly delegate a speaker and reporters.

Moreover, at the time the students were making out the questions I heard some Czech words occasionally; nevertheless, I decided not to interfere as it was probably caused by the task concern. Furthermore, during the interviews the students were speaking mostly English. For example, I heard someone stating (this was in Czech) that he was an English journalist so he could not speak Czech.

3. In the combining type of groupwork the students showed their curiosity. They wanted to know what the other members of their groups found out and finally put the pieces of the week programmes together very well.

### **Disruptive behaviour**

The possible problem with the use of mother tongue was already mentioned above and I did not notice any other signs of disruptive behaviour. I think that it was probably due to:

- the quick sequence of activities within the groupwork – there was no time for boredom (at least for the majority of pupils);
- the students had to concentrate on what was told in the lesson in order to ‘catch’ all the necessary information; otherwise, they would become ‘lost;’
- a lot of steps and different types of groupwork – the activity was still developing (had various tasks).

Generally speaking, to let students form the groups according to their liking appeared ineffective. As mentioned above, there was a big difference of students’ level of English and if only ‘weaker’ students were in one group, they were not able to keep up with the other groups. Also, to let students decide about the roles they would like to represent within the group on their own appeared ineffective. The students tended to choose the role where they assumed less work and where they did not have to move from one place to another (the role of a speaker).

In general, from my and mentor’s point of view, the aims of this lesson were achieved.

## **Groupwork Plan 2**

<b>Class:</b>	9 <sup>th</sup> grade
<b>Aim:</b>	to give recommendations; to complete a text (fill in the missing words); to revise the vocabulary – jobs (e.g. a shop assistant, a hairdresser, etc.).
<b>Material:</b>	Adapted advertisements from Project English 4; Unit 1; page 10; Pieces of papers – career advisers.
<b>Motivation:</b>	Interesting jobs – students think about their future plans.
<b>Skills developed:</b>	Reading and speaking – semi-controlled.
<b>Possible problems:</b>	Difficult text; students would not want to cooperate if the teacher puts them to the groups.
<b>Time:</b>	15 minutes
<b>Thesis Focus:</b>	Cooperating type of groupwork – all students have equal access to the same information (they solve the problems – give pieces of advice, make agreements on headlines, answer questions – together); The teacher forms the groups according to his knowledge of the class – students in each group are of the mixed ability; Students use mainly the English language while negotiating.

### **1. Summary of the lesson before and after groupwork**

At the beginning of the lesson students revise what was taught in the previous lesson. That includes homework and some everyday expressions such as a waste of time, me neither, and so on (students complete a dialogue with these expressions). Then a new topic (part-time jobs) is introduced to students and a short discussion about the part-time jobs takes place (e.g. whether students do some part-time jobs, whether they like them, etc.).

After this discussion the groupwork takes place (see point 2, p. 64).

When the groupwork is finished the whole class together discuss which of the mentioned jobs they would choose and why and what kind of job they would like to do in the future. The lesson finishes by setting homework.

Students work with Project English 4; Unit 1; page 10 and Project English 4 – Workbook; Unit 1, page 3.

## **2. Groupwork**

### **STAGE 1)**

**T:** gives instructions

**T:** “You will be given a sheet of paper with five advertisements. Your task is to figure out the headlines – the possible names of the jobs.”

**T:** points at the advertisements in front of the class at the same time

### **STAGE 2)**

**T:** divides students into four groups of three students

**T:** e.g. “Petr, Pavel and Lenka work together.”

**Ss:** put two neighbouring tables together (see Arrangement 2, p. 38) and sit down according to the teacher’s orders

### **STAGE 3)**

**T:** distributes copied papers with advertisements (see Appendix 5a)

**T:** points at the advertisement that is already done as an example

**Ss:** go through the advertisements and try to figure out the headlines

- Students have to negotiate possible headlines (students listen to each other’s arguments, give their own opinions, make agreements).

**T:** monitors the class, provides help if necessary

- after two minutes the teacher stops the class

**T:** “Tell us your ideas.”

**Ss and T:** students check their ideas with the other groups and with the teacher – discussion

#### STAGE 4)

**T:** “O.K., now open your books on page 10 and check your ideas.”

- there are the advertisement with the headlines (see Appendix 5b) – students check who is closest to the headlines stated in the book (however, their ideas might be better or more interesting)

#### STAGE 5)

**T:** “You are career advisers now, so help the teenagers to find out which jobs they can’t do!”

**T:** distributes further pieces of paper (Career Advisers – see Appendix 5c)

**T:** provides an example - “Look at Tina. She doesn’t like animals. So, if you look at the advertisements [points at them] which job she can’t do?”

**Ss:** answer – e.g. “She can’t be a dog-walker.”

**T:** “Yes, fine. So, continue with other teenagers.”

**Ss:** reading for detail – students make suggestions which job is unsuitable for each teenager on the list

**T:** monitors the class, makes students use the target language

**Ss:** when the groups come to a conclusion students present their pieces of advice concerning which job each person cannot do

#### STAGE 6)

**T:** distributes further pieces of paper with additional sentences to be answered (Which job is it? – see Appendix 5d)

**T:** “Look at the sentences and decide which job it is.” “There can be more than one correct answer.”

**Ss:** write down the answers

**T:** monitors the class

**Ss, T:** check their suggestions together



**Reflection:****Groupwork**

In this groupwork students were divided into groups according to their proficiency level. 'Weaker' students were put together with 'stronger' students as I hoped that students would help one another and that they would cooperate as the task of the groupwork demanded it. Fortunately, students really cooperated because every single student was able to think out different name of a job; therefore, everyone felt important and students could enjoy the sense of achievement when being a part of a group. Sometimes I heard someone asking for Czech translations, because not all students knew every single word, which I did not consider as something unwanted. I was glad that they enjoyed the activity and were working on the task together. Moreover, if the so-called 'weaker' students knew what the advertisements were about, their ideas for the possible headlines were quite interesting (e.g. a stuntman at advert A – see Appendix 5a). It also surprised me that the student had known that word in English (as he explained it to me later, he had known it from a computer game).

Finally, all the groups provided interesting headlines that could perfectly fit into the advertisements.

With regard to the cooperating type of groupwork, all students had equal access to the same information and by giving their individual ideas they made their final decisions about the headlines together. This type of groupwork gave all students the opportunity to express their ideas and while I was monitoring the class, I realized that all students participated. Also, the mentor told me that even to her it seemed that everyone contributed to the activity.

**Disruptive behaviour**

As to the use of mother tongue, I was a little disappointed because students tended to speak Czech a lot. Very likely, it was caused by the groupwork itself. The activities were aimed at negotiations, which means that students had to make the agreements on headlines, give advice one to another and answer several questions among themselves. If the students had to agree on something, it was probably natural for them to switch into the language in which they were certain and in

which they could support their ideas and attitudes; therefore, in such case, they switched into their mother tongue and spoke Czech. It can be said that the students' active vocabulary was not on such level so that they could speak spontaneously about the topic and that it was too difficult for them to express themselves in English. Next time, it would be worthwhile to provide students with necessary vocabulary. For example, to let students use dictionaries.

In general, the amount of the Czech language in the groupwork was significant; on the other hand, it helped students to be more self-confident and I was not in the centre of the teaching process for the whole lesson – I acted more as an organizer. There were nearly no other signs of disruptive behaviour than the use of the Czech language. It was probably caused by the task itself. Students considered the topic about the part-time jobs as an interesting one and they liked to make suggestions about the headlines or to give advice concerning what the imaginary teenagers could not do. It proved true that an activity adjusted to students' interests is an effective tool that can lessen disruptive behaviour.

Generally speaking, to form the heterogeneous groups according to teacher's decision appeared as suitable. No one refused to work with the other members of the group; although, at the beginning of the groupwork three boys strongly insisted on being put together and did not want to move. Nevertheless, when they realized that I was not going to 'withdraw' and that the groups would stay as they were, they gave up. After that short delay the students quickly formed the groups, arranged the tables according to my orders and started working.

### **Groupwork Plan 3**

**Class:** 5<sup>th</sup> grade

**Aim:** to practise there is/there are structures;  
the students describe a room;  
to revise the vocabulary connected with housing (e.g.  
a table, a wardrobe, etc.);  
to revise prepositions such as on, in, under, etc.

**Material:** a paper with a drawing of a room

<b>Motivation:</b>	Competition within each group.
<b>Skills developed:</b>	Speaking – semi-controlled.
<b>Possible problems:</b>	Students do not remember the vocabulary connected with housing or the structures of sentences with there is/there are; Quarrel about the correct answers within a group.
<b>Time:</b>	15 minutes
<b>Thesis Focus:</b>	Individual type of groupwork – all learners have the same access to the information but use a different part of it. Each student within the group performs individually with his/her piece of that information.  Students are divided into groups according to their proficiency – students in each group have to be at the approximately same level.

### **1. Summary of the lesson before groupwork**

The students revise the vocabulary related to housing doing a matching exercise. They match pictures with the appropriate words (e.g. a picture of a mirror with the word a mirror). Then the students have to describe the room which is in their books. With the whole class together, the teacher writes two sentences on the blackboard so that the students are aware of the structure there is/there are. After that the students take turns one after another – it is a ‘chain’ exercise. The first student says a sentence (e.g. There are three apples on the table.) and then calls on another student who says another sentence and so on. The lesson continues with the room description when the students work in pairs and ask and answer their own questions about the room in their books with a partner (e.g. Where is the bag? – It’s under the table.). After that each student in a pair is given a different picture of the room and their task is to find and draw in the differences by describing the picture.

The students work with Project English 1; Unit 5; page 53.

## 2. Groupwork

### STAGE 1)

**T:** “Now, you are going to play a game.”

**T:** gives instructions

**T:** explains that students in each group will be given twelve cards that they have to put on the table with the questions facing the table

**T:** simultaneously shows how to put the cards on the table

### STAGE 2)

**T:** divides students into groups of three of the same ability according to his knowledge of the class

**T:** e.g. “Franta, Bróňa and Lukáš work together.”

**Ss:** form the groups according to the teacher’s orders

### STAGE 3)

**T:** distributes the piles of cards

- each group is given 12 cards from A1 to D3 (see Appendix 6a – Cards)

**Ss:** shuffle the cards and put them on the table

**T:** gives further instructions

**T:** “There is a picture of the room.” shows the picture in front of the class and each group is given that picture (see Appendix 6b – Children’s room)

- when all students in the group can see the picture, the teacher tells them that each card has a different question

**T:** provides an example: “Where is the mouse? [this question is not written on any card]

**S:** answers – “The mouse is on the table.”

### STAGE 4)

**T:** tells students that they are going to take turns to answer the questions – student number 1 starts by choosing the first card (e.g. D2). Student number two turns over card D2, reads the question aloud, and answers the question – if the answer is correct (both grammatically and factually), he/she obtains one point; if the answer is wrong, he/she does not get a

point and the members of the group say the correct answer. After that student number two chooses a card, and so on.

**T:** lets students decide who number 1 is, who number 2 is, etc.

**Ss:** set their order

- students decide whether the answer is correct on their own; if they are not sure, they can ask the teacher who monitors the class and then, if the answer is correct, assign the student whose turn it is a point

**T:** warns students that one student in the class will act as a 'guard' and if someone will speak Czech, the guard will give him/her a warning and after the second warning one point will be deducted from his/her score (the warning must be pronounced clearly so that the warned student knows it, also the teacher should know who was already warned)

#### STAGE 5)

**Ss:** start working – choosing cards and answering the questions

**T:** while students are working, the teacher monitors the groups and if necessary helps students to decide whether the questions are correct or incorrect

**S:** the student on duty (a guard) monitors the groups and makes sure students use only English

#### STAGE 6)

- when all the questions are answered, the teacher asks each group who the winner is

### **Reflection:**

#### Groupwork

Because the groupwork had a character of a competition I decided to put the students into groups according to their knowledge of English. If I let the students divide into groups according to their choice, there could be a serious inequality among the students within a group, which would, very likely, have led to a complete failure of that activity. Weaker students would not have had even a small chance to win; whereas, in groups where all the students were of the same

proficiency level every student was able to win and feel successful. This presumption appeared as true because all the students tried hard in order to get some points. Thus, not so surprisingly, one of the group winners was one of the 'weakest' students in the class. Generally speaking, the structure of the group allowed even 'weak' students to succeed.

It can be said that the structure of the group was one of the aspects that helped to maintain discipline during the groupwork.

Another aspect that helped to keep discipline was the guard. The students were a little surprised that one of them made sure they spoke only English. At the beginning they did not pay attention to him but after several warnings and my confirmation that I would really deduct points to those who obtain a second warning they started to use, almost only, English and just one deduction was made.

Finally, the task itself helped that students did not behave disruptively. The type of groupwork caused that every student participated. The students had to choose cards and also answer the questions. Furthermore, the students appreciated that they could compete among themselves, which I found out at the end of the lesson when two boys asked me whether we would play this game in the future again.

However, there were also some manifestations of misbehaviour. When the students had to decide who was going to be number one and so on, almost everyone wanted to start; therefore, I had to intervene in their discussions and set who is going to start and then showed them that they should continue clockwise. As I met with similar problems in the previous groupwork activity (see Groupwork Plan 1 – Reflection), I made a general conclusion that whenever the students are allowed to make their own decisions they cannot make agreements, which leads into indiscipline. They start to argue, do not work and the class wastes time. Therefore, it is advisable that the teacher lets students make their own decisions only rarely and controls everything on his own instead.

The individual type of groupwork ensured that all the learners had approximately the same number of utterances during the activity (their talking time was nearly

the same) but they could spend more time on a task (questions) in order to answer correctly – the students felt more secure. The students within the group acted as individuals, which means that they were fully responsible for what they did.

Generally speaking, in this case, the individual type of groupwork was aimed at each student's performance and the rest of the members performed the role of the teacher. Firstly, they forced the student who was not willing to participate to work – he/she had to answer the questions. Secondly, they provided him/her with feedback. They checked the answers and if their classmates were wrong, they corrected them so that the student knew where he/she had made the mistake.

#### **Groupwork Plan 4**

<b>Class:</b>	5 <sup>th</sup> grade
<b>Aim:</b>	to practise giving directions; to revise there is/there are structures; to revise the vocabulary – types of buildings (e.g. a post office, a supermarket, etc.).
<b>Material:</b>	Copied and modified maps from Project English 1 – Test booklet; page 10.
<b>Motivation:</b>	Maps – young learners are enthusiastic and curious (see quotation from Harmer (2001) on p. 29) and they like to solve 'secrets.'
<b>Skills developed:</b>	Speaking and writing – semi-controlled.
<b>Possible problems:</b>	Students do not remember the vocabulary needed or the structures of sentences with there is/there are; Students show their maps to one another.
<b>Time:</b>	20 minutes
<b>Thesis Focus:</b>	Combining type of groupwork – each learner has unique essential information and only by cooperating with one another (they combine their information together) they are able to solve the task (reach the place they are looking for and describe the way to get there);

Students form the informal groups – they sit with the classmates nearest to them (e.g. two students turn back to another student);  
Students do not use their mother tongue while providing directions.

### **1. Summary of the lesson before groupwork**

The lesson starts with the revision of vocabulary from the previous lessons. That includes homework (gap-filling exercise – words connected with giving directions such as opposite, next to, between, and so on) and a game called ‘Kufr.’ Two students sit in front of the blackboard facing the rest of the class and the teacher stands behind those students and holds a card with a name of a building (e.g. a hospital) above his head. The rest of the class gives hints and pieces of advice so that one of the students is able to say the word on the card. After three words the pairs change and the activity proceeds until all the cards are used. Next, students together with the teacher revise the use of there is/there are. The whole class together thinks out several sentences with there is/there are (e.g. There are eleven boys in the classroom. There is one/a teacher in the classroom, etc.) in order to practise that grammar structure. Then students work with a map of a town in their books. According to the instructions written in the book, students label all the buildings and at the same time the teacher writes two of those sentences on the blackboard (e.g. There are four buildings. There is a post office next to the supermarket.) and highlights ARE and S in the word buildings and IS and A post office with a red piece of chalk.

The students work with Project English 1; Unit 5; page 55.

### **2. Groupwork**

#### **STAGE 0)**

- before the lesson starts the teacher writes a few important words with the Czech equivalents (go along the .... street, on the corner, turn left/right, I am in front of my house.) on the reverse side of the blackboard so that students cannot see them



### STAGE 1)

**T:** “Now, you will work in groups of three.”

**T:** “I’ll give you a map. But each map is different, so do not show it to the others. So, for example, Jirka does not show the map to Pavel and Tom, O.K.!”

**T:** points at those three students as an example

**T:** continues: “If you show your map, it will not be funny! Neukazujte si ty mapy mezi sebou, jinak to nemá cenu!”

- If necessary, the teacher stresses the last sentence several times so that students are aware that they must not show the maps to one another.

### STAGE 2)

**T:** “There is your house on each map.” [the teacher points at the house in map B – see Appendix 7b]

**T:** “Your task is to, for example, find the café. The task is written here.”

The teacher holds a map in front of the class and points at a particular line with the task.

**T:** “Then, write into your exercise books [the teacher holds one of the student’s exercise books] the way to get there from your house.” The teacher asks one student to say aloud what the task is – the student can answer in Czech.

- If necessary, the teacher says the instructions once more in Czech.

### STAGE 3)

**T:** divides students into groups of three – informal groups. Two students in the first row turn back to the student in the second row and so on.

Students sit with the classmates nearest to them.

**Ss:** form the groups according to the teacher’s orders

### STAGE 4)

**T:** gives further instructions – makes sure that everyone is looking at him as students are already in their groups (I decided to put students into groups at that moment so that I could illustrate the examples directly on the group members)

**T:** “Use there is/there are to describe the buildings and roads on your map.” The teacher points at the blackboard where are two sentences with there is/there are structure from the previous activity.

**T:** “For example, Lenka is a student B. So, she will say: ‘There is a book shop next to the pub’.” The teacher demonstrates this example on map B in front of the class.

**T:** “And Klára and Bára will write here [the teacher points at the exact place on map B] the word pub into their maps.”

**T:** provides one more example (e.g. There is a bank opposite to the factory.)

**T:** tells students that they will take turns after three sentences until everyone finds the place he/she is looking for and labels all the buildings and roads on his/her map

**T:** checks understanding – students repeat or paraphrase the instructions

**T:** continues: “When you find your place you will write into your exercise books the way to get there.”

- At this point, the teacher turns the blackboard (see Stage 0, p. 73) and tells students to use those words as they help them; furthermore, the teacher provides, and also on map B illustrates, an example as follows: “For example, Petr looks for the café so he will write: ‘I am in front of my house [the introductory sentence that every student will start with]. I turn right and go along the Market Street. There is a church and a book shop on the right side. I turn left to the London Road. There are two buildings on the right side ... and so on.’

**T:** draws attention to the book (Project English 1, p. 55) – there are similar sentences

#### STAGE 5)

**T:** distributes the maps – each student in the group is given a map in which different buildings and roads are labelled (see Appendix 7)

**Ss:** start working – describing their maps to one another

**T:** while students are working, the teacher monitors the groups and if necessary provides students with the pieces of advice or encourages them to work

STAGE 6)

**Ss:** having found their destinations, start writing down the way to get there

**T:** monitors the groups and facilitates if needed

STAGE 7)

Finally, some students read their way aloud.

**T:** collects the exercise books and gives pluses or, if the work is very good, 1s to students

**Reflection:**

Groupwork

In this groupwork activity the students were divided into informal groups, which means that they sat with the classmates nearest to them. Nevertheless, in order to avoid the problem that one group would have been too 'weak' (as I knew the class quite well, I was sure that the three boys in the first desks would not have been able to cope with the task) I placed those three boys to different groups. I also had to solve the problem that two girls did not want to sit with a boy and vice versa. They insisted on it so strongly that I let the boy exchange with one of the girls from a different group so that they could not disturb for the rest of the groupwork activity. In general, according to my experience from previous lessons (see also Groupwork Plan 1 – Reflection), it is easier for the teacher to divide the students into groups according to the teacher's knowledge of the class. For example, the teacher takes into account students' knowledge and friendship and then divides the students directly to groups.

When the students were finally put in the groups, they started to work on their task. My mentor confirmed that except one group the students were really engaged in the activity. I had to direct the students to use English just occasionally. As mentioned above, one of the groups did not cooperate and they

seemed perplexed. When I started to explain the activity to them once more, they told me that they knew what to do but it seemed to them boring. They also wondered why they should describe a way that did not exist. I reacted and said that if they were in London and became lost, they would have to ask someone about the way or, on the other hand, if a foreigner asked them about the way in Liberec, they would be able to help him. This answer convinced them, at least a little, and they consequently started to work. Nevertheless, I had to say that throughout the whole groupwork they worked in a 'slow-motion.'

During the groupwork I also found out that some of the students had problems with pronunciation. They read the English words as they were written (e.g. museum [muzeum], post office [post ofis], library [librari], etc.). As the groupwork was mainly aimed at fluency, I was glad that the students were not afraid of talking (and making mistakes) and I let them speak without making any corrections. We went through the pronunciation of the words used in this activity in the next lesson because there was not enough time to do so in the same lesson.

The combining type of groupwork forced all the students to speak and cooperate with others because without participating and mutual contributing, the students were not able to manage anything. Each student had a piece of information that the others did not have; therefore, every single piece of information was essential for the overall completion of the task. If some student did not want to work, the others made him/her do something on their own. They told him that he had to tell them what was on his/her map. Sometimes, when the students were frustrated that they could not explain what was on their maps, they used the Czech language (e.g. "Prostě jsou vedle sebe!"). I heard that or the similar sentence in Czech several times during the groupwork.

The signs of disruptive behaviour did not appear nearly for the whole course of the groupwork. Generally speaking, according to my experience, the students very often like working with pictures and this activity was on the same basis. They were also curious to find out where the other members of their groups needed to go; moreover, it was a real-life activity (already mentioned above). The only problem with disruptive behaviour occurred at the very end of the activity. It is

obvious that some students are quicker than others; therefore, those students who finished earlier were given another task – they had to describe a way to another place according to their choice. This was not a good idea because the students considered that unfair. They finished first and as a ‘reward’ they had to work more; therefore, they started to chat with others or disturb them with babbling. Thus, I decided to let the students who were ready help the ‘slower’ students. The students consequently felt responsible and important and took their roles of ‘teachers’ quite seriously. In general, it is important to always provide the students with some, if possible, interesting work; otherwise, they start to behave in a disruptive way. They are either bored or they think that the teacher is not paying attention to them so they show off.

Generally speaking, all the students were able to find and label all the buildings and roads in their maps. With regard to the description of the way the students looked for, some students described the way without or nearly with no mistakes (slight errors in spelling) and got 1s. On the other hand, some students made a lot of mistakes when describing the way. They were using the structure There IS... even with plurals, were not using the articles at all (e.g. There is three houses. There is book shop, church, bank.) and also misspelled a lot of words. Although the students had the sample sentences written on the blackboard or in their books they did not pay attention to them while engaged in the task. One possibility why the students were not able to describe their way was that they were not used to do the writing exercises. Therefore, they did not take care of examples and just wrote and wrote in order to complete the task. Next time I should place more emphasis on the examples before the activity starts and while monitoring the class, more often point at some mistakes and again draw attention to the examples.

Finally, to let, for example, student A draw in student’s B and C ways, etc. during the checking stage (Stage 7, p. 76) would be also advisable next time because the students would then have to listen to one another and the activity would be more communicative.

## 6. Conclusion

This part of the diploma thesis summarises the results of the professional project. The results are based on the evaluation of a questionnaire (see Chapter 5.1.1), classroom observations (see Chapter 5.1.2), and reflections after lessons (see Chapter 5.1.3).

### Types of groupwork

To begin with, we will deal with the types of groupwork and their impact on students' behaviour and contribution to the group. The basic types of groupwork are as follows: combining, cooperating, superior-inferior, and individual groupwork.

The **combining type** of groupwork brings an element of secret to the activity because each of the students has a piece of information that the others do not have, which increases the student's motivation. This kind of groupwork also makes the students interdependent, which means that if the students do not cooperate, the whole group is not be able to accomplish the task. It proves that the group itself takes care of those students who tend to do nothing and forces them to work. For example, in Groupwork Plan 4 the students had to describe their maps one to another in order to find the place they were looking for. If any student did not want to describe his map, the rest of the group told him that he had to tell them what was on his map. No one refused to describe his map when the other members of his group insisted on it. Nevertheless, occasionally the students used Czech sentences because they were unable to explain what was on their maps in English. In general, all the students cooperated within their groups and the use of Czech language appeared just sporadically.

In the **cooperating type** of groupwork all the students share the same information; thus, the possibility that some students do not take an active part within the group is higher. It is advisable to organize the groupwork so that the activities within the groupwork are in a quick sequence in order to encourage each student to participate. Then the students do not have time to idle and it also helps to avoid their possible boredom. For example, in Groupwork Plan 2 the students had to firstly figure out the headlines (the possible names of the jobs) together and then

provide their ideas. Secondly, the students became the career advisers and gave their pieces of advice about jobs the imaginary teenagers could not do. After that, they had to make agreements about the names of the jobs according to the given sentences. Finally, the students presented their suggestions with the whole class together. In general, the activity consisted of several steps and all the students had to pay attention so that they knew what to do next. Moreover, the activity was interesting and suitable for the students because the vast majority of them were just at the age when they met with the part-time jobs for the first time. At last, the students also felt important when being in a role of a career adviser. They thought that they were responsible for their advice concerning the jobs each teenager could not do.

The **superior-inferior** type of groupwork can be compared to a traditional class teaching because one learner has all the information that the others look for. Similarly to the combining type of groupwork, it confirms that the students are curious and if they know that someone has an interesting information that they need, they try very hard to ‘grub out’ that information. An interview proves to be an appropriate tool for the superior-inferior groupwork. Groupwork Plan 1 confirms that the students like the role of an interviewer and take it quite seriously. The superior-inferior type of groupwork has also its drawbacks; for example, the students tend to use their mother tongue while interviewing each other. In such case the teacher should give one student in the class the role of a guard, as in Groupwork Plan 3, who controls the students whether they talk English or with the silent consent let the students talk in their mother tongue if it is just occasionally. It proves that the vast majority of students take their roles seriously and the students use the Czech language only when they are really frustrated that they cannot express themselves.

In the **individual type** of groupwork all the students have the same information but each of them uses just part of it. In my professional project, the individual groupwork has the character of a competition, which appeared as a very motivating tool for the students. The students within their groups took turns and answered the questions about the picture in Groupwork Plan 3. Moreover, the

students decided whether the answer was correct on their own, which gave them the feeling of responsibility. The students liked to compete and were willing to do (play) this kind of activity over and over again. On the other hand, sometimes their enthusiasm overflowed and to the observer the class might have looked noisy but it was, more probably, the students' involvement in the task than disruptive behaviour.

In general, all kinds of groupwork can lead to the effective learning and teaching process without facing disruptive behaviour and it is more the structure of the group itself than the type of groupwork that matters.

### **Structure of the group**

The structure of the group plays a very important role. To divide the students into groups appropriately is crucial for the course of the groupwork activity. Whether to put the students of the same or different proficiency together depends on the task. If the task is, for example, to make an agreement, as in Groupwork Plan 2 when the students have to figure out and consequently agree on possible headlines, or to describe something, as in Groupwork Plan 4 when the students practise giving directions by describing their maps, then the members of the group can be of mixed proficiency. They help one another and each of them is able to contribute with his/her individual ideas and suggestions (e.g. the suggestions of possible headlines in Groupwork Plan 2) to the groupwork. For instance, when the students were describing their maps in Groupwork Plan 4, the 'stronger' students helped the 'weaker' students with the structure there is/there are – e.g. they pointed out when to use the structure there are (in plurals).

On the other hand, if the task is on the basis of a competition, it is advisable to put the stronger and weaker students into separate groups so that they can go through the activity at their own pace. The stronger students cannot dominate so easily; therefore, the weaker students feel more equal – they can feel the success of knowing, at least, something. An example of such a task is in Groupwork Plan 3. The students within the group were answering the questions one after another and if the question was correct (both grammatically and factually), they obtained a point.



Another important point is the forming of the groups. To divide students into groups according to the teacher's knowledge of the class is the most suitable. The teacher is the most competent person who knows their students best; therefore, they can divide the students into the groups according to their proficiency level, pace of work, friendship, etc. in order to successfully accomplish the task. Furthermore, if the students are allowed to make decisions on their own, it makes the groupwork activities less fluent and cohesive. For example, in Groupwork Plan 1 I let the students divide into the groups according to their wish but one of the groups then had serious problems to solve the task (it was too difficult for them). Also to decide on the roles that each student within the group represented, as in Groupwork Plan 1 – Stage 5 (one speaker and two reporters), caused problems because the students were unable to agree on their roles and finally I had to clearly delegate a speaker and reporters. At last, in Groupwork Plan 3 the students were not able to decide who would start answering the questions on cards and I had to delegate the student to start as well.

### **Disruptive behaviour**

1. The classroom observations prove that to **give instructions clearly** is of utmost importance; otherwise, the activity loses its sense and it is a waste of time. The ability to give clear instructions definitely contributes to the students' activity. Sometimes, when giving instructions, it happens that the majority of students do not know what they are supposed to do. The sign which proves that the students misunderstand is that they stare at the teacher and do absolutely nothing. In order to avoid such problems the teacher should:

- be prepared – have the instructions ready;
- attract students' full attention – be sure that everyone is attentive (instructions first, then splitting into groups);
- present the information more than once – repeat or paraphrase the instructions;
- be brief and decisive – use simple language;

- illustrate with examples – show students what to do (e.g. use visual aids in front of the class);
- get feedback (check understanding) – let students paraphrase the instructions in their own words or let them provide their own examples. If necessary the students can use their mother tongue.

2. Generally speaking, as written in Chapter 1.1, almost certainly every teacher will be confronted with some signs of disruptive behaviour during the groupwork activities, as it is an ‘unavoidable’ part of the learning and teaching process. In order to lessen the appearance of disruptive behaviour **the students need to know the purpose of each activity they are supposed to do**. In other words, it must be useful to them. The assumption that ‘real-life’ situations are motivating does not have to be always true. There needs to be a context on which the topic is based as well. In Groupwork Plan 4 the students were describing the ways from one place to another (the practise of giving directions). To one group it seemed absolutely useless until the members of that group were explained that if they became lost in London, they would have to ask someone about the way or if a foreigner asked them about the way in Liberec, they would be able to help him.

It is more than important to show an exact exercise or example which would help the students to understand why that activity is useful for them. For example, in Groupwork Plan 1 the students of 9<sup>th</sup> grade are given a task about work experience, which is for them quite interesting because the vast majority of them were getting ready for a part-time job in order to earn some extra money. They could imagine how it would look, what they would like to do and so on.

3. Even though some of the pupils would always behave in a non-standard way, correctly set interesting activity can lessen their noisiness and bad behaviour because if **the students are busy** they do not have time to disturb. In other words, the tasks should be challenging but manageable. For example, Groupwork Plan 1 consisted of several steps that required different skills. Firstly, the students had to fill in a grammar exercise and work out six questions (the revision of the present tense). Then they made the interviews (speaking and listening – semi-controlled) and finally they wrote down what they found out about Paul or Samantha (writing

– semi-controlled). Moreover, all the students had their roles within the group; thus, they were interdependent and had to work in order to accomplish the task.

In general, to deal with disruptive behaviour is hard work; therefore, the main aim of the groupwork is to engage the students with work and teach them to cooperate among themselves.

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## Appendices

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## Appendix 1

### The original texts of the translations made by the author of this diploma thesis

- 1) Petty (2004): “Skupinová práce je činností, jež je zábavná sama o sobě, a zároveň v sobě skrývá obrovský učební potenciál” (p. 175).
- 2) Čáp and Mareš (2001): “Na rozdíl od schopnosti [osobnost] nevyjadřuje, jak dobře člověk dokáže něco dělat. Na rozdíl od motivace [osobnost] nevyjadřuje, proč to dělá. Rys [osobnosti] vyjadřuje právě to, *jakým způsobem* to dělá” (p. 158).
- 3) Čáp and Mareš (2001): “... je účelné seskupovat rysy osobnosti podle vzájemné příbuznosti” (p. 162).
- 4) Fontana (1997): “Děti ... hodnotí „spravedlnost“ jako jednu z nejvíce žádaných vlastností učitele” (p. 350).
- 5) Petty (2004): “Takovéto skupiny jsou mezi žáky oblíbené;” therefore, they form the groups quite quickly. However, when you ask students to form this kind of group “... jasně však určete počet členů skupiny a trvejte na něm” (p. 185).



## Appendix 2 – Questionnaire

### Dotazník

Tento dotazník bude použit pro výzkumnou část diplomové práce (DP) „Udržování disciplíny při výuce angličtiny jako cizího jazyka během práce ve skupinkách.“  
Dotazník je anonymní čili žádná jména ani jiné osobní údaje nebudou v DP použity.  
Pokud se Vám bude některá z otázek zdát příliš osobní, nemusíte na ni odpovídat.  
Pochopitelně budu rád, pokud zodpovíte všechny otázky, jelikož jen tak může být celkový výsledek výzkumu skutečně objektivní.

Předem Vám děkuji za Vaši spolupráci a pár minut času, který budete vyplňování dotazníku věnovat.

Vámi vybrané odpovědi zakřížkujte. ☒

Osobní údaje:

☐

CHLAPEC

☒

DÍVKA

VĚK: 14

1. Pracujete během hodin AJ ve skupinkách? ☒ ANO ☐ NE

Pokud ano, jak často?

☐ každou hodinu ☐ 1x – 2x týdně ☐ párkrát za měsíc ☒ jen výjimečně

2. Během hodin anglického jazyka (AJ) nejraději pracuješ:

☐ samostatně ☐ ve dvojicích ☒ ve skupinkách ☐ hromadně (celá třída)

Proč?

*Je to více zábava a Aj mi potom více baví.*

3. Je pro Tebe práce ve skupinkách zábavná? ☒ ANO ☐ NE

Proč?

*baví mě... je jsem v té skupině většinou  
... se vymyslí něco čím se bavíme? skupina ale ostatní  
se baví i když neví o co jde!!*

4. Skupinová práce bývá podle Tebe nejvíce zaměřena na:

☒ mluvení ☒ psaní ☐ čtení ☐ poslech

Vyhovuje Ti to? ☒ ANO ☐ NE

Proč? *ano, tak když někdy něco navíc tak ostatní doplní*

5. Co by sis představoval/a jako nejvhodnější výsledek skupinové práce (můžete označit i více možností)?

- ☐ rozhovor ☐ projekt (plakát, dopis, pozvánka, atd.)  
☒ vyplnění nějakého cvičení (v učebnici nebo na papíře)  
☒ vyřešení nějakého úkolu ☐ dramatické představení  
☐ jiný .....

6. Do skupinek jste nejčastěji rozdělováni:

- ☒ rozdělí Vás učitel/ka ☒ vybere si sami, s kým chcete pracovat  
☒ pracujete s tím, kdo sedí nejbližší ☐ pracujete s tím, kdo zbude

Co Ti vyhovuje víc a proč? *vybereme si ho jád nám ho  
vyhovuje a práci s někým a někým ho nemusíme*

7. Mluvíte při práci ve skupinkách i česky? ☒ ANO ☐ NE

Pokud ano, proč (můžete označit i více možností)?

- ☐ něčemu nerozumím, potřebuji poradit ☒ potřebuji někomu něco vysvětlit  
☒ chceme se domluvit na dalším postupu ☐ máme to povoleno od učitele/ky  
☐ jiný důvod (uveď) .....

8. Má každý žák ve skupině svou roli? ☒ ANO ☐ NE

Pokud ano, jaká je obvykle Tvá role?

- ☐ zapisovatel ☒ mluvčí ☐ organizátor  
☐ jiná (uveď) .....

9. Přiděluje Vám role učitel/ka nebo si je rozdělujete sami mezi sebou? Co Ti vyhovuje víc a proč?

*rozdělujeme sami když chce někdo dělat  
něco jiného může svůj se někdy scházet*

10. Máš pocit, že při skupinové práci Ty i ostatní žáci méně vyrušují a více pracují?

☒ ANO ☐ NE

Proč ano či ne? *protože já jsem přím a ostatní opírají:D*



## Dotazník

Tento dotazník bude použit pro výzkumnou část diplomové práce (DP) „Udržování disciplíny při výuce angličtiny jako cizího jazyka během práce ve skupinkách.“

Dotazník je anonymní čili žádná jména ani jiné osobní údaje nebudou v DP použity.

Pokud se Vám bude některá z otázek zdát příliš osobní, nemusíte na ni odpovídat.

Pochopitelně budu rád, pokud zodpovíte všechny otázky, jelikož jen tak může být celkový výsledek výzkumu skutečně objektivní.

Předem Vám děkuji za Vaši spolupráci a pár minut času, který budete vyplňování dotazníku věnovat.

Vámi vybrané odpovědi zakřížkujte. ☒

Osobní údaje:



CHLAPEC



DÍVKA

VĚK: 14 let

1. Pracujete během hodin AJ ve skupinkách? ☐ ANO ☐ NE

Pokud ano, jak často?

☐ každou hodinu ☐ 1x – 2x týdně ☒ párkrát za měsíc ☐ jen výjimečně

2. Během hodin anglického jazyka (AJ) nejraději pracuješ:

☐ samostatně ☐ ve dvojicích ☒ ve skupinkách ☐ hromadně (celá třída)

Proč?

*protože se můžu více soustředit*

3. Je pro Tebe práce ve skupinkách zábavná? ☒ ANO ☐ NE

Proč?

*Tedy jen někdy protože mě záleží na tom s kým sem se skupine*

4. Skupinová práce bývá podle Tebe nejvíce zaměřena na:

☒ mluvení ☒ psaní ☐ čtení ☐ poslech

Vyhovuje Ti to?

☒ ANO

☒ NE

Proč? *Občas je jinak*

5. Co by sis představoval/a jako nejvhodnější výsledek skupinové práce (můžete označit i více možností)?

- ☐ rozhovor ☐ projekt (plakát, dopis, pozvánka, atd.)  
☒ vyplnění nějakého cvičení (v učebnici nebo na papíře)  
☒ vyřešení nějakého úkolu ☐ dramatické představení  
☐ jiný .....

6. Do skupinek jste nejčastěji rozdělováni:

- ☒ rozdělí Vás učitel/ka ☐ vybere si sami, s kým chcete pracovat  
☐ pracujete s tím, kdo sedí nejbližší ☐ pracujete s tím, kdo zbude

Co Ti vyhovuje víc a proč? *Když si můžu vybrat svého kamaráda* .....

7. Mluvíte při práci ve skupinkách i česky?

- ☒ ANO ☐ NE

Pokud ano, proč (můžete označit i více možností)?

- ☒ něčemu nerozumím, potřebuji poradit ☒ potřebuji někomu něco vysvětlit  
☒ chceme se domluvit na dalším postupu ☐ máme to povoleno od učitele/ky  
☐ jiný důvod (uveď) .....

8. Má každý žák ve skupině svou roli?

- ☒ ANO ☐ NE

Pokud ano, jaká je obvykle Tvá role?

- ☒ zapisovatel (*neboj*) ☒ mluvčí (*neboj*) ☐ organizátor  
☐ jiná (uveď) .....

9. Přiděluje Vám role učitel/ka nebo si je rozdělujete sami mezi sebou? Co Ti vyhovuje víc a proč?

*Role ve skupině mám, učitelka nerozděluje* .....

*na tom se dohodneme sami. Těm, mi zbyde* .....

*zapisovatel nebo radši jenom radim.*

10. Máš pocit, že při skupinové práci Ty i ostatní žáci méně vyrušují a více pracují?

- ☒ ANO ☐ NE

Proč ano či ne? *Protože se více soustředí* .....

## Appendix 3 – Classroom observations

### a) Lesson 1 – 26/9/2005

#### Work organization – groupwork

Focus on:

Types of grouping

Organization of groups and seating

Teacher's position in the class

Monitoring of the groupings

Types of groupwork (GW)

The data from the whole lesson are recorded in the chart below.

Type of activity	Grouping	Organization and seating	Teacher's role and position in the class	Types of GW	Pros and Cons
MATCHING WORDS + MAP ON THE BB	WHOLE CLASS	'CLASSICAL' SEATING (IN ROWS)	IN FRONT OF THE CLASS - ORGANIZER, CONTROLLER		⊕ MOVEMENT (SS GO TO THE BB) ⇒ ENLIVENING THE LESSON
W/B → 1, 2, 3 (PROJECT ENGLISH 4) - PRES. SIMPLE PRES. CONTINUOUS	-/-		WALKING IN FRONT OF THE CLASS		⊖ A LITTLE BIT OF NOISE
LISTENING (p. 5 Ex. 3a)	1W + PW	SS - WRITE DOWN AS MUCH AS POSSIBLE ABOUT <del>THE</del> THE SS	PLAYING THE CASSETTE		⊕ SS IMPROVE THE LISTENING FOR DETAIL (CLEAN) ⊖ SOME SS DO NOT PAY ATTENTION
SS FIND THEIR GROUP ACCORDING TO THE CARDS	SS MAKE GROUPS	SS - ROUND THE DESKS 2SS - IN FRONT OF THE BB ⇒ ASKING QUESTIONS TO FIND OUT WHO THEY ARE (YES/NO) (THE GROUP) = BAM)	ORGANIZER + CONTROLLER (WALKING ROUND THE CLASS)	COOPERATING ARRANGEMENT	⊕ SS MUST COOPERATE EQUALITY, FUN ⊖ SOME SS DO NOTHING, SOME ARE ABSOLUTELY 'LOST'
				SUPERIOR-INFERIOR - OTHER GROUPS + 2SS THAT ARE ASKING Qs DON'T KNOW, WHO THE OTHER GROUPS ARE	⊖ NOT FLUENT - SS DON'T UNDERSTAND HOW TO ASK Qs, <del>Qs</del> GROUPS OF WHAT?
				⊕ ASKING Qs - MASTERING CONTENT	TEACHER EXPLAINS EVERYTHING AGAIN ⇒ THEY'VE LOST
				⊖ NEARLY NO USE OF THE ENGLISH LANG. ⊖ SS DON'T KNOW WHAT TO DO = WASTE	A LOT OF TIME
				✓ DO NOT PAY ATTENTION ⊖ THE ACTIVITY IS NOT FINISHED (IT'S THE END OF THE LESSON	OF TIME



## b) Lesson 2 – 27/9/2005

### Work organization – groupwork

Focus on:

Types of grouping

Organization of groups and seating

Teacher's position in the class

Monitoring of the groupings

Types of groupwork (GW)

The data from the whole lesson are recorded in the chart below.

Type of activity	Grouping	Organization and seating	Teacher's role and position in the class	Types of GW	Pros and Cons
CHECKING THE HOME-WORK	WHOLE CLASS	'CLASSICAL' SEATING (IN ROWS)	IN FRONT OF THE CLASS - CONTROLLER		④ MOST OF Ss WERE INVOLVED IN THE ACTIVITY ⑤ NOISE
LISTENING FOR DETAIL	1W	FILL IN THE MISSING WORDS IN THE ARTICLE	WALKING IN FRONT OF THE CLASS		④ EVERYONE WORKS ⑤ Ss IMPROVE LIST. SKILL
CORRECTING THE MISTAKES +	PW	Ss EXCHANGE THE PIECES OF PAPERS WITH THEIR PARTNERS	IN FRONT OF THE CLASS		④ Ss LIKE TO ASSESS THEIR CLASSMATES ⑤ SOME Ss DO NOT KNOW HOW TO
READING (STORY)	WHOLE CLASS	Ss READ THE ARTICLE	-1/- T- CONTROLLER ORGANIZER		WRITE SOME WORDS (PROBLEMS WITH SPELLING)
WRITING (RE-WRITING THE STORY)	GW TEACHER DIVIDED THE Ss INTO GROUPS	GROUPS OF THREE	-1/- T- CONTROLLER ORGANIZER PROMPTER	COOPERATING ARRANGEMENT (EQUALITY)	④ Ss <del>WORK</del> COOPERATE, PRODUCE A STORY ⑤ A FEW Ss DO NOTHING
SPEAKING (STORY-TELLING)	GW	-1/-	IN THE CORNER OF THE CLASS -1/- CONTROLLER	INDIVIDUAL ARRANGEMENT (ROLE-PLAY)	④ TEAM WORK, EQUALITY BUT FOCUSED ON INDIVIDUAL PERFORMANCE ⑤ FUN
SETTING HW	WHOLE CLASS (GW)	Ss STAY IN THEIR GROUPS	IN FRONT OF THE CLASS		⑤ NOT FLUENT. ④ Ss HAVE TO PRACTISE ENGL. AT HOME

### c) Lesson 3 – 6/10/2005

#### Work organization – groupwork

Focus on:

Types of grouping

Organization of groups and seating

Teacher's position in the class

Monitoring of the groupings

Types of groupwork (GW)

The data from the whole lesson are recorded in the chart below.

Type of activity	Grouping	Organization and seating	Teacher's role and position in the class	Types of GW	Pros and Cons
REGISTER + INTRODUCTION	WHOLE CLASS	SS ARE GIVEN NEW MAGAZINES	SITTING AT THE TEACHER'S DESK		
LISTENING (ACTIVITY 1)	WHOLE CLASS	DISCUSSION ABOUT MUSIC (WHAT KIND OF MUSIC SS LIKE/DISLIKE?)	IN FRONT OF THE CLASS T- ORGANIZER - CONTROLLER		IN THE REST OF THE LESSON, THERE WAS NO CONNECTION TO THOSE TWO ACTIVITIES; THEREFORE, I DON'T KNOW WHY THE
MATCHING - PICTURES WITH WORDS (ACTIVITY 2)	-1/-	ALL SS ARE AROUND THE FIRST DESK (PREPOSITIONS)	-1/-		TEACHER PUT THEM INTO THIS LESSON. ⊕ SS LIKE IT BUT ARE VERY NOISY (SHOUTING)
MAGAZINES - GRAMMAR	1W PW (NOT EVERY SS HAS ITS OWN MAGAZINE)	'CLASSICAL' SEATING	-1/- + WRITES UNKNOWN WORDS ON THE BS		⊖ SS DO NOT HAVE ENOUGH TIME TO COPY <del>ANY</del> THE NEW WORDS INTO THEIR VOCAB. BOOKS
READING, WORKING WITH THE MAGAZINES	GW (DIVIDED BY THE TEACHER)	SS ARE DIVIDED INTO GROUPS OF THREE - SIT AROUND ONE DESK	WALKING AROUND THE CLASS - ORGANIZER - PROMPTER	COOPERATING ARRANGEMENT - SS FILL IN THE MISSING WORDS	⊕ EQUALITY, COOPERATE ⊖ SOME SS DO NOTHING
READING	GW	SS ANSWER THE QUESTIONS WRITTEN IN THE TABLE IN THE MAGAZINE	-1/-	COOPERATING ARR. - SS ANSWER QS	⊕ SS COOPERATE MORE THAN IN THE PREVIOUS ACTIVITY (PROBABLY, IT IS MORE DEMANDING
READING ALOUD + TRANSLATIONS	WHOLE CLASS (GW)	SS STAY IN THE GROUPS AS THEY ARE	IN FRONT OF THE CLASS - CONTROLLER		AND REAL-LIFE ⊖ SHORT TIME LIMIT ⊕ SS LIKE IT - THEY IMPROVE THEIR PRONUNCIATION

## Appendix 4 – Groupwork Plan 1

### Samantha's week programme

Hi. My name's Samantha and I <sup>1</sup>..... (do) my work experience this week. I <sup>2</sup>..... (work) in a newspaper office. At the moment I <sup>3</sup>..... (put) some paper in the photocopier. I normally <sup>4</sup>..... (have) my lunch at this time. I <sup>5</sup>..... (think) work experience is a great idea. I <sup>6</sup>..... (do) lots of new things this week and I <sup>7</sup>..... (like) the people here. I <sup>8</sup>..... (want) to work for a newspaper when I'm older.

### Paul's week programme

Hello. My name's Paul. I <sup>1</sup>..... (do) my work experience at a fitness centre this week. It's 4.15 and I normally <sup>2</sup>..... (play) football at this time, but at the moment I <sup>3</sup>..... (clean) the showers. I <sup>4</sup>..... (not like) work experience very much. I <sup>5</sup>..... (prefer) to be with my friends at school. I chose this place, because I <sup>6</sup>..... (like) sport, but I <sup>7</sup>..... (not want) to work in a fitness centre when I'm older.



## Appendix 5 – Groupwork Plan 2

### a) Advertisements – the headlines are missing

**A** Have you always wanted to be in the movies? We're making a film in this area during July and August and we're looking for attractive and interesting 14–18 year olds as extras.

**£20 a day plus meals**

Write to Chas Phillips, 21st Century Films, 14 Waldorf Street, London W1B 7HP. Please enclose a recent photograph.

**B**

We're looking for young people to deliver newspapers and magazines. We need one person for morning deliveries (7–8 am) and two people for evening deliveries (5–6 pm).

You must be at least 13 years old and have your own bicycle.

**Pay: £12 p.w.**

Apply to  
Tony Burton, Milton Post Office, High Street, Milton, BG6 9KP.

**C** **STYLE'S THE THING**

We're looking for a hard-working and enthusiastic assistant (male or female). Duties will include sweeping the floors, making tea and coffee, washing combs, brushes, etc. and generally helping the hairdressers.

The hours will be 8.30–6.30 every Saturday with a one-hour lunch break.

**We'll pay you £2 an hour and we'll give you a free hairstyle once a month, too.**

Write to Sharon Sharp, Style's the Thing, Church Street, Milton, BG6 8JM

**D** A lot of people have got a dog, but they haven't got time to give it enough exercise. That's where we come in. We take their dogs for a walk and we're looking for young people to be dog-walkers.

**You must be responsible and reliable. Dogs need exercise whatever the weather.**

Jane Harris  
Happy Hounds  
Coach Road  
Framley  
BG7 9PD

**E**

We need two young people (14–18) to help in the Village Store. The job involves serving customers and putting things on the shelves.

*Hours: 5–7 evenings or 10–5 Saturdays and Sundays*

You must be tidy, polite and good at Maths.

**Write to:** Mr and Mrs Venables, The Village Store, Framley, BG7 6YG

## b) Advertisements

**FILM EXTRAS WANTED**

**A** Have you always wanted to be in the movies? We're making a film in this area during July and August and we're looking for attractive and interesting 14–18 year olds as extras.

**£20 a day plus meals**

Write to Chas Phillips, 21st Century Films, 14 Waldorf Street, London W1B 7HP. Please enclose a recent photograph.

**NEWSPAPER BOYS/GIRLS**

**B** We're looking for young people to deliver newspapers and magazines. We need one person for morning deliveries (7–8 am) and two people for evening deliveries (5–6 pm).

You must be at least 13 years old and have your own bicycle.

**Pay: £12 p.w.**

Apply to  
Tony Burton, Milton Post Office, High Street, Milton, BG6 9KP.

**STYLE'S THE THING**

**C** We're looking for a hard-working and enthusiastic assistant (male or female). Duties will include sweeping the floors, making tea and coffee, washing combs, brushes, etc. and generally helping the hairdressers.

The hours will be 8.30–6.30 every Saturday with a one-hour lunch break.

**We'll pay you £2 an hour and we'll give you a free hairstyle once a month, too.**

Write to Sharon Sharp, Style's the Thing, Church Street, Milton, BG6 8JM

**HAPPY HOUNDS**

**D** A lot of people have got a dog, but they haven't got time to give it enough exercise. That's where we come in. We take their dogs for a walk and we're looking for young people to be dog-walkers.

**You must be responsible and reliable. Dogs need exercise whatever the weather.**

Jane Harris  
Happy Hounds  
Coach Road  
Framley  
BG7 9PD

**Part-time assistants wanted**

**E** We need two young people (14–18) to help in the Village Store. The job involves serving customers and putting things on the shelves.

*Hours: 5–7 evenings or 10–5 Saturdays and Sundays*

You must be tidy, polite and good at Maths.

**Write to: Mr and Mrs Venables, The Village Store, Framley, BG7 6YG**

Copied from Project English 4; Unit 1; page 10.

## c) Career Advisers

### CAREER ADVISERS

Which jobs can't they do?

TINA – I don't like animals.

SIMON – I play football on Saturdays mornings.

ZACH – I don't like getting up early in the morning.

TOM – I am going on holiday in August.

LOUSIE – I haven't got a bike.

ROGER – I am thirteen years old.

ASTRID – I go to dance classes on Wednesdays and Fridays at 5.30 pm.

LUCY – I don't like doing housework.

**d) Which job is it?**

**Which job is it?**

- 1) You must have your own transport.
- 2) You have to work outdoors.
- 3) You have to send a photograph.
- 4) We don't know how much money you get.
- 5) They need more than one person.
- 6) You get money and something else.

Adapted from Project English 4; Unit 1; page 11.

## Appendix 6 – Groupwork Plan 3

### a) Cards

	<b>1</b>	<b>2</b>	<b>3</b>
<b>A</b>	<b>Where are the cats?</b>	<b>How many cats are there in the picture?</b>	<b>Where is the bag?</b>
<b>B</b>	<b>How many books are there in the picture?</b>	<b>Where is the guitar?</b>	<b>Where is the ball?</b>
<b>C</b>	<b>Where is the small table?</b>	<b>Where is the computer?</b>	<b>How many chairs are there in the picture?</b>
<b>D</b>	<b>How many beds are there on the picture?</b>	<b>Where is the carpet?</b>	<b>Where is the poster?</b>

There is written A1, A2, ..., D3 on the reverse side of these cards.



**b) Children's room**



## Appendix 7 – Groupwork Plan 4

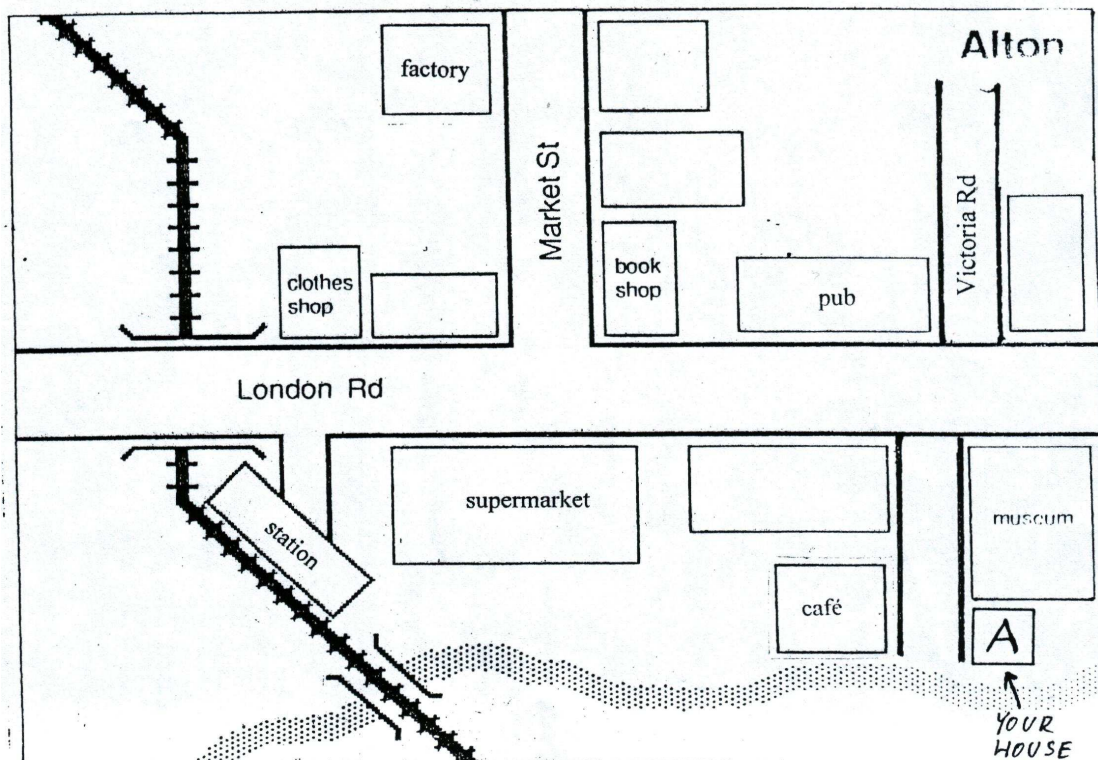
### a) Map A

#### Student A

You are going to the **bank**.

Where is the bank?

Ask the way.



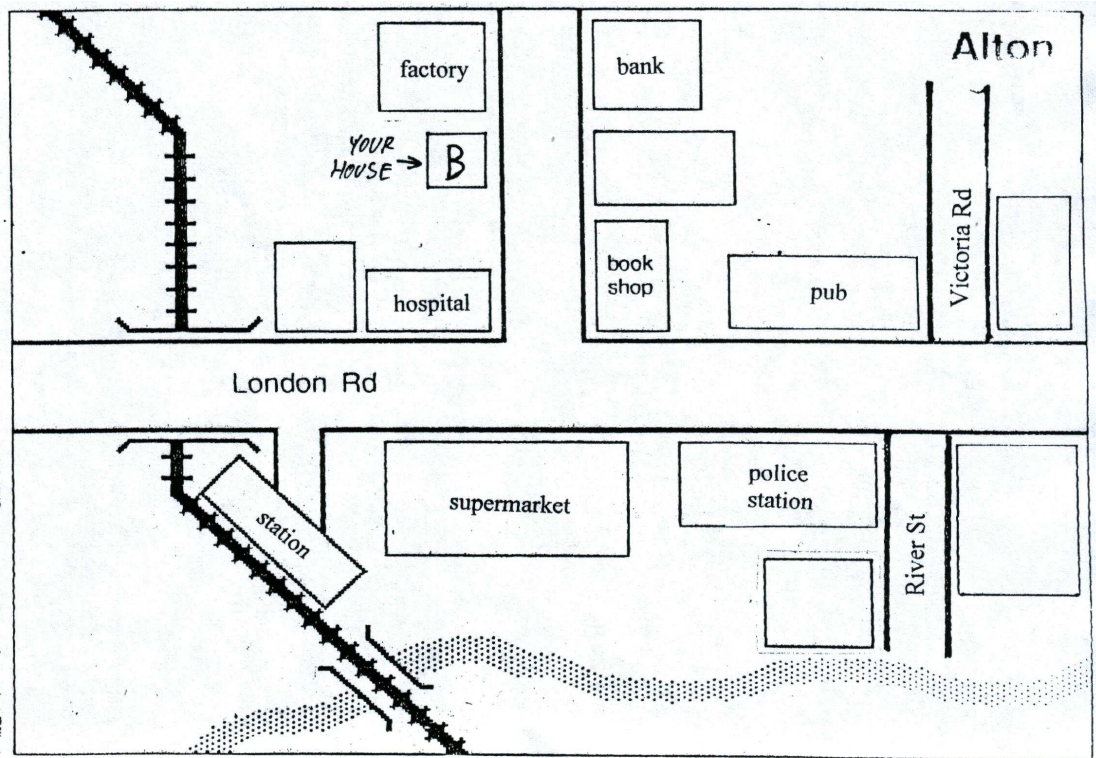
**b) Map B**

**Student B**

You are going to the **café**.

Where is the café?

Ask the way.



c) Map C

Student C

You are going to the **factory**.

Where is the factory?

Ask the way.

